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ABSTRACT

This report supplements data acquired from the National Longitudinal Survey of Youth (NLSY), a continuing survey of 12,600 individuals interviewed annually since 1979, when they were 14 to 22 years of age. Specifically, the report presents data acquired through a 1990 supplemental survey of the female participants' children. A total of 1,116 children between the ages of 10 and 19 responded, 80 percent of whom were born when their mothers were between 16 and 20 years old. The 60-item survey included questions relating to: (1) family interaction; (2) rules and decision-making; (3) school attitudes; (4) non-school activities and time utilization; (5) religion; (6) non-normative behavior; (7) substance use; (8) friendship and dating; (9) sexual activity and sex education; and (10) expectations for the future. The results of the questionnaire are provided in both tabular and narrative form. Two appendixes discuss the sample size and item completion rates and provide a copy of the child self-administered supplement questionnaire. (MDM)

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THE TEN-AND-OVER YEARS: SELF-REPORTS FROM THE CHILDREN OF THE NLSY

1990 TABULATIONS AND SUMMARY DISCUSSION

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THE TEN-AND-OVER YEARS: SELF-REPORTS FROM THE CHILDREN OF THE NLSY

1990 TABULATIONS AND SUMMARY DISCUSSION

CENTER FOR HUMAN RESOURCE RESEARCH
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO
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TABLE OF CONTENTS

LIST OF TABLES iii

INTRODUCTION 1

THE SAMPLE OF MOTHER AND CHILDREN: STRENGTHS AND LIMITATIONS 2
- Sample Attributes 3
- Questionnaire Content 4

AN OVERVIEW OF THE CHILD DATA 5
- Family Interaction and Child Responsibilities Within the Home 5
- Rules and Rule Decision-Making 6
- Schooling Satisfaction 9
- Non-School Activities and Time Utilization 12
- Religion and Religiosity 14
- Non-Normative Behaviors 16
- Substance Use 17
- Friendship Networks, Dating and Early Sexual Activity 19
- Sex Education and Sexual Activity 20
- Expectations for the Future 21
- Educational Expectations 22

LIST OF TABLES

Table 1. Child Sample by Age, Race and Gender.

Table 2. Selected Maternal Characteristics: Sample Cases.

Table 3. Highest Grade Completed by Child's Mother as of 1990.

Table 4. N.L.S.Y. Child and Child Self-Administered Supplement: Sample Cases.

Table 5. Subject Areas Included in the Child Self-Administered Supplement.

Table 6. Parent-Child Joint Activities: Percent of Children Involved in Specific Activities with Their Parents During the Month Preceding the Completion of the Self-Administered Supplement.

Table 7. Parent-Child Joint Activities: Percent of Children Involved in Specific Activities with Their Parents During the Week Preceding the Completion of the Self-Administered Supplement.

Table 8. Helping With Household Chores: Percent Regularly Expected to Help Out.

Table 9. Rules for Children: Percent of Children Reporting Selected Household Rules.

Table 10. Rules for Children: Percent of Children Who Have "Some Say" or "A Lot of Say" in Making Household Rules.

Table 11. Rules for Children: Percent of Children Often Arguing About Household Rules.

Table 12. Family Cohesion on Family Decisions.

Table 13. Family Decision Making: Parent and Child Inputs Into Selected Decisions by Race.

Table 14. Family Decision Making: Parent and Child Input Into Selected Decisions by Gender.

Table 15. Family Decision Making: Parent and Child Input Into Selected Decisions by Presence or Absence of Father Figure and Race.

Table 16. Family Decision Making: Parent and Child Input Into Selected Decisions by Presence or Absence of Father Figure and Child Gender.

Table 17. Child's Grade in School (1990).

Table 18. Child's Satisfaction With School (1990).

Table 19. Comparison of Child's 1990 and 1992 Levels of Satisfaction With School by Race.

Table 20. Comparison of Child's 1990 and 1992 Levels of Satisfaction With School by Gender.

Table 21. Comparison of Child's 1990 and 1992 Levels of Satisfaction With School.

Table 22. Comparison of Child's 1990 and Mother's 1979 Levels of Satisfaction With Their Schools.

Table 23. Comparison of Child's and Mother's Levels of Satisfaction With Their Schools by Child Gender.

Table 24. Comparison of Child's and Mothers' Reactions to Statements About Their Schools: Percent Reporting That Statements About Their School Are "Very True".

Table 25. Percent of Children Spending Time at Selected Locations Between School and Dinner Time After a Usual School Day.

Table 26. Percent of Children Usually Engaged in Selected Activities Between School and Dinner Time.

Table 27. Child Employment.

Table 28. Religious Activity of Children (1990) and Mothers (1979).

Table 29. Child's Religion (1990) by Mother's Religion (1979).

Table 30. Child's Religious Attendance (1990) by Mother's Religious Attendance (1979).

Table 31. "Breaking the Rules": Percent of Children Ever Engaging in Selected Behavior in the Last Year.

Table 32. Cigarette Use.

Table 33. Alcohol Use.

Table 34. Use and Nonuse of Alcohol Between 1990 and 1992 by Children Who Said They Had Not Drunk Alcohol as of the 1990 Assessment.

Table 35. Marijuana Use.

Table 36. Use and Nonuse of Alcohol Between 1990 and 1992 by Children Who Said They Had Not Used Marijuana Alcohol as of the 1990 Assessment.

Table 37. The Use of Other Drugs (e.g., LSD, cocaine, "uppers", or "downers").

Table 38. Number of Close Friends Who Are Boys.

Table 39. Number of Close Friends Who Are Girls.

Table 40. Grade of Most Close Friends in 1990.

Table 41. Child's Response to: "How Often Do You Feel Lonely and Wish You Had More Friends?"

Table 42. Dating Activity.

Table 43. Sex Education and Sexual Activity.

Table 44. Child Expectations for the Future.

Table 45. Child Expectations Regarding Future Education: 1990 and 1992.

Table 46. Comparison of Child 1990 and 1992 Expectations Regarding Future Education.

Table 47. Maternal Expectations Regarding Their Child's Future Education: 1990 and 1992.

Table 48. Comparison of Child and Mother Expectations Regarding Child's Educational Expectations in 1990 and 1992.

Table 49. Extent of Convergence Between Mother and Child Educational Expectations for Child in 1990.

1. INTRODUCTION

The National Longitudinal Survey of Youth (NLSY) is a multipurpose survey of more than 12,600 individuals who have been interviewed annually since 1979, when they were 14 to 22 years of age. Sponsored by the Bureau of Labor Statistics of the U.S. Department of Labor, the NLSY has gathered comprehensive information about the employment, education, training, and family-related experiences of the respondents as they have moved from adolescence to adulthood. Pregnancy and post-natal histories, including information on the mother's health and prenatal care, gestation, birth weight, infant feeding practices, illnesses, and well-care during the first year following each birth have been gathered through the support of NICHD. Questions have been asked about current child care use and the retrospective child care arrangements used by the mothers in the sample during the first three years of their children's lives. The NLSY sample includes over-representation of black, Hispanic, and economically-disadvantaged white youths in order to permit statistically reliable analyses of these subgroups.

The 1986 round of the NLSY included a supplemental survey in which children of the female respondents were assessed; support for this effort was provided by NICHD and several private foundations. Using a wide range of measures, data were collected on the cognitive ability, temperament, motor and social development, behavior problems, and perceived competence of the children, as well on the quality of their home environments. The measures varied with the ages of the children, who ranged from newborn to age 12 at the time of the 1986 assessment. These child assessment instruments were administered in 1988, 1990, 1992, and (forthcoming) in 1994 to all age-eligible children of NLSY mothers interviewed in those years.

Beginning with the 1988 survey round, the NLSY included with its regular child data collection a special self-administered supplement to be completed by all children of at least 10 years of age who had been born to female respondents in the main sample. Administration of the self-administered supplement was repeated in 1990 and 1992, and plans are underway for an augmented data collection for these children in 1994. This report describes the variety of information available from this data set,

and provides basic descriptive material for an important population group - relatively high risk children who have been disproportionately born to younger American women. Readers should consult the 1993 NLSY Handbook for a more comprehensive description of the overall NLSY sample; detailed descriptions of the children who have been born to the NLSY women are presented in the NLSY Child Handbook (Revised Edition). Both documents are available at no cost from the NLS Public Users' Office at the Center for Human Resource Research.

2. THE SAMPLE OF MOTHER AND CHILDREN: STRENGTHS AND LIMITATIONS

Compared to a full national cross-section of American mothers and older children, this sample is significantly disadvantaged from both a social and economic perspective. The NLSY sample includes a national representation of women who were 14 to 21 years of age on January 1, 1979 and who were all between the ages of 25 and 33 years of age when interviewed in 1990. The child sample described in this report ranged in age from 10 to 19 in 1990, with the largest proportion (approximately 80 percent) being between the ages of 10 and 13 (Table 1). Thus, at the time these children were born, their mothers ranged in age from 11 to 23, with about 80 percent being between the ages of 16 and 20 (Table 2). Approximately one-third of the children have black or Hispanic mothers; fully 41 percent of the mothers had not completed high school as of the 1990 survey round (Table 3). Thus, a major strength of this sample is its utility for examining within and cross-generational determinants and consequences of maternal and family behaviors and characteristics for a largely disadvantaged sample of children. Readers should be aware that this sample should not be used at this time to form generalizations about a full cross-section of adolescents.

In order to adjust for the over-representation of minority children in the unweighted sample and for selective sample attrition between 1979 and 1990, all of the statistics, including those cited above, were weighted. This procedure makes the sample fully representative of children age 10 and over who had been born to a nationally represented sample of women who were 25 to 32 years of age on

January 1, 1990. Because one objective of this report is to provide users with information about the number of children age ten and above available for analysis as of 1990 we have included unweighted sample case estimates in Appendix One. We have also included preliminary cross-tabulations of selected 1990 and 1992 child behaviors and characteristics in order to suggest the utility of these data for longitudinal analysis, as well as to provide information about the number of children who completed the self-administered supplement in 1990 and 1992. The 1992 NLSY Child data will be available in 1994.

Sample Attributes

As may be seen from Table 2, the unweighted sample includes 1116 children who completed the self-administered supplement in 1990; 527 of these children are black, 226 are Hispanic and 363 are non-black, non-Hispanic. Almost all of the children in the sample were born to women between the ages of 15 and 22. About 90 percent (i.e., approximately 1000) of the child sample cases were between the ages of 10 and 14 (Table 1). Additionally, 376 of the 1116 were at least 13 years of age, and thus eligible to complete the confidential self-report items on sexual activity.

We estimate that 1295 children were eligible to complete the questions in the Child Self-Administered Supplement in 1990 (Table 4). That is, they were at least ten years of age and lived in their mother's residence. Thus, the overall questionnaire "completion rate" was about 86 percent, although, of course, completion rates for individual items varied. Completion rates were highest for black children (89.6%), somewhat lower for non-black non-Hispanics (84.6 percent), and lowest for Hispanic children (81.3%). Readers should note that we categorize children as "Black" or "White" in many of the tables included in this report; the "White" category includes both Hispanic and non-black, non-Hispanic children. There was no systematic evidence of variations in completion rates either by age of child, or age of mother at the birth of the child.

For the most part, the interview schedules were completed on paper by the children

themselves. Almost 90 percent (997 children) of the interview schedules were self-administered in this manner. Nearly all the rest (113) were completed by the interviewer, and six interviews were administered by telephone. Readers should be aware that approximately 800 children completed the 1988 Child Self-Administered Supplement, and that some of these children were no longer available for interviews in 1990 because the economically-disadvantaged white oversample of children was deleted from the sample prior to the 1990 survey round; therefore, any longitudinal analyses incorporating both the 1988 and 1990 survey data would be limited to a much more modest sample of approximately 600 children.

Questionnaire Content

As may be seen in Table 5, the Child Self-Administered Supplement (hereafter termed "child supplement") is wide ranging in content. Additionally, the variety of topics included was broadened considerably between the 1990 and 1992 data collections, and will become increasingly diverse with the 1994 survey round (which will include an extensive data collection for all of the eight to nine hundred children at least fifteen years of age by that date). The 1988 and 1990 self-administered supplements covered such topics as: parent-child joint activities; the extent to which the parent and child were involved, both separately and jointly, in decisions affecting the child; school satisfaction; and how the child spent his or her non-school hours, including jobs and religious involvement. There were also questions about friendship networking, dating and sexual initiation, expectations regarding the future in education, family and career domains, and substance utilization and involvement in other non-normative activities. Researchers who are considering using these data are encouraged to examine the 1990 Questionnaire, which is included as Appendix Two.

3. AN OVERVIEW OF THE CHILD DATA

With minor exceptions, the description of the 1990 data will follow the sequencing of questions in the 1990 child questionnaire. The tabulations present weighted statistics, typifying the family situations for children age ten and over who have been born to women who were 25 to 33 years of age when interviewed in 1990. The reader is reminded that the cross-tabulations included in this report are limited to the child responses in the child supplement. From an analytical perspective, the data available from the child supplement should be considered within the context of all available NLSY materials. That is, the child responses can be used both as outcomes as well as explanatory inputs when juxtaposed not only with the child assessments but also when considered within the context of the full history of 1979-1990 maternal and family information available. In this regard, the reader is encouraged to examine the 1993 edition of the NLS Handbook, the NLSY Child Handbook (Revised Edition), and relevant NLSY main and child interview instruments before undertaking research with this data set. While the tabulations included in this report may be of intrinsic interest on their own, their major value is to suggest the breadth of information available to help explain the child's cognitive or emotional status or to clarify behavior patterns of the child's mother or other family member. The reader also should be aware that the 1994 NLSY child data collection will include a comprehensive interview with all of the children age 15 and over -- a portion of the child sample which, for the most part, overlaps the one described in this report. This 1994 data collection will profile the later adolescent employment, training, education and family experiences of these youth. It will be possible, for example, to link the within-family attitudes and behaviors described here with subsequent "early adult" employment, educational and family experiences.

Family Interaction and Child Responsibilities Within the Home

The first set of tables in this report describes within-family interaction patterns. Table 6 focuses on the extent to which the child and at least one parent together and carried out an activity

outside of the house within the past month. The most typical joint activity was shopping to "get something" for the child, such as clothes, tapes, records or games. This was followed by going out to dinner together or going to church. Activities with potential intellectual content, such as going on an outing or going to a movie, were less prevalent. While the propensity to jointly carry out those activities varied by race or gender, the variations did not tend to be systematic.

Table 7 highlights parent-child interactions that took place within the home during the week preceding the interview. About half of all the children reported that they had "done things together, such as build or make things, cook or sew", or had worked on homework together with a parent during the past week. Slightly fewer reported having played a game or sport with a parent during that time. Girls were slightly more likely to "do things together" with a parent but, not surprisingly, boys were more likely to play a game or sport with a parent. There were no significant racial variations in this regard.

We shift now from the socially-interactive domain to that of chores, rules and decision-making regarding the child's activities both in and outside of the home. As may be seen in Table 8, the children are almost universally expected to keep their room straight and a large majority are involved in house-cleaning activities. About two-thirds participate in doing the dishes, and one third help with the cooking. With the exception of keeping one's room clean, there are greater expectations for girls' involvement than for boys. Traditional notions or expectations about girls being more involved in within-home tasks are thus still in evidence for this cohort of children. There also appears to be a somewhat more traditional expectation pattern evident in black households, at least with respect to the dishes and cooking tasks. This may reflect the fact that black children are much more likely to be in single parent households where there is a greater need for their assistance with house tasks.

Rules and Rule Decision-Making

Rules regarding keeping parents informed about where the child is and about doing homework are essentially ubiquitous; in contrast, somewhat lesser percentages of the children have family rules

about dating, parties, or watching T.V. (See Table 9). There are no apparent substantial racial variations in this regard and indeed, a gender distinction only exists with regard to dating or parties--where girls are more likely to face constraints than are boys. In this regard, it may be seen that the gender difference widens with age, reflecting the fact that girls (but not boys) are increasingly subject to constraints as they reach dating age.

Typically, between 40 and 50 percent of the children indicate that they have "some say" or "a lot of say" in making the rules, and little overall race or gender variation exists in this regard (Table 10). However, this overall uniformity masks some important age variations. As they age from 10 to 12 years old to 13 years and over, black children report a reduction in the input they have to rule decision making in several spheres, such as watching T.V., keeping parents informed about where they are, and doing homework. These patterns are not apparent for white children. Important distinctions between genders also emerge. Girls are given greater levels of responsibility regarding homework activities than are boys, while boys experience increasing involvement in making decisions regarding dating. This latter result parallels the finding in Table 9; girls are increasingly subject to dating rules, but only are only slightly more likely to be a part of the decision-making in this domain (at least in so far as they are willing to report on this issue).

Somewhat surprisingly, only small percentages, between 10 and 20 percent of children, indicate that they "often argue" with their parents about these rules (Table 11). Typically, the level of dissention declines with age, with the dating item for girls once again being a conspicuous exception. For girls only, the level of parent-child disagreement increases as we move from the 10 to 12 year olds to the 13 and over age category.

A minority of children indicate that their parents often discuss important decisions with them or "listen to their side of an argument", although there is modest evidence of greater consensus in black than in white families (Table 12). The suggestion is that more often than not, the children may not be heavily involved in important decisions which affect their life. Additionally, the older children are no more likely to be involved in decision making than are the younger ones. The results presented in

Table 12 also suggest that in a substantial proportion of cases there may not be consensus between the parents on the decision that is made. Overall, parents "always" agree with each other when dealing with the child in only 14 percent of households; parents "usually agree" in an additional 47 percent of households. We do not, however, know the extent to which levels of parental consensus might vary in relation to the seriousness of the issue under consideration.

Additional insights into the decision-making process may be gained from Tables 13 through 16, which identify who the primary family decision makers are with regard to a variety of issues of concern to the child. (Note that the percentages sum to totals greater than 100 percent, reflecting the fact that more than one individual is often involved in the decision-making process). The child has little say regarding how late he/she may stay out or how much his/her allowance is, has moderate input into decisions about religious training, and more substantial input into decisions about TV watching, clothes buying, who to have as friends, or how to spend his/her own money. In all instances, mothers are more likely to be the decision makers than are fathers. However, only in the areas of curfew, allowance, and religious training do the children indicate that maternal input, on average, exceeds child input (Table 13).

There are, for the most part, no substantial variations between black and white children (Table 13) or between boys and girls (Table 14) in the extent to which they (the children) say they contribute to the decision making process. Mothers' contributions to this process do not vary substantially by race or by gender. There are, however, significant racial variations in the balance between maternal and paternal contributions to decision making. Fathers in white families are much more likely to be involved than are black fathers, reflecting the much greater likelihood of their presence in the home.

We consider the extent to which the likelihood of a child's or mother's involvement in decision making was contingent on the presence or absence of a man, whether that be the mother's spouse or her partner in the household, in Tables 15 and 16. For the most part, the extent to which the mother or the child is involved in specific decisions varies only modestly between households in which a man is present and those in which a man is absent. Overall, children's contributions to decision making varies

little. The mother's role in decisions regarding curfews and friends increases slightly, as does her input into the size of the child's allowance. Mothers play a larger role in decisions about curfews and allowance in white father-absent households than in father-present households. Similarly, mothers in households in which a man is absent play a more significant role in decisions regarding money issues, curfews, and friendship patterns. There are no major differences for black or white children in their contribution to the decision making that are contingent on whether or not the man is present.

There are some gender-based distinctions of note between households in which a man is present and those in which a man is absent (Table 16). Girls' participation in decisions about clothes, spending their own money in general, and choosing their friends is reduced in father-absent households relative to that reported in households in which a man is present. There are no parallel differences in evidence for boys. Mothers are more likely to be involved in decisions about their daughters' friends, curfews, and allowances in households in which a man is not present than they are in father-present households. Mothers are also more likely to be involved in curfew and allowance decisions in households where boys are present and the fathers are absent than in father-present households.

Schooling Satisfaction

Most of the children in this sample are in elementary or junior high (middle) school, with only small proportions having attained the high school level. As may be seen in Table 17, about 38 percent are in the fifth grade or below, 46 percent are in grades six through eight, and only about 16 percent have attained the 9th grade. Thus, when we examine the children's level of satisfaction with their schooling in 1992, we are for the most part considering their early-schooling well-being. In Tables 19 through 21 we compare the children's 1990 schooling satisfaction with preliminary results from the 1992 survey round (by which time they will have, for the most part, progressed through two more grades, and will have moved from an elementary or middle school to a middle or high school environment). Thus, observed changes in school satisfaction may reflect not only changes in feelings about a given school,

but changes associated with enrollment in a new school.

We also compare children's responses with their mothers' responses to identical items taken from the 1979 main NLSY survey, at which time the mothers were mostly of high school age. Because the mothers were, on average, somewhat older than their children are now some care should be exercised in interpreting these cross-generational comparisons.

It may be seen in Table 18 that the children are, for the most part, satisfied with their school; 48 percent are "very satisfied", and an additional 38 percent are "somewhat satisfied". Only about 14 percent are dissatisfied with their current school. It may also be noted that there is little racial or gender distinction in this regard. For the most part, blacks and whites, and boys and girls, are at least somewhat satisfied with their school. As may be seen in Tables 19 and 20, which compare children's satisfaction levels for 1990 and 1992, there is reasonable stability in the responses over time. Those significant changes that have occurred tend to be more in a positive than negative direction; much larger percentages have altered their responses from dissatisfied to satisfied than vice versa. For example, only about 10 percent of the children who expressed great satisfaction with their schooling in 1990 were either somewhat or very dissatisfied in 1992. Conversely, of those who were very dissatisfied in 1990, over half were satisfied in 1992. Careful analyses may permit one to clarify the extent to which the transitions are linked with such factors as school transitions, geographic mobility or changes in home or other environmental circumstances. A cursory examination of Tables 19 and 20 suggests that there may indeed be some variation in changes in levels of satisfaction by race and gender. It appears that white children and girls may be less likely to alter their notions regarding schooling satisfaction. These are issues which can be researched with the data set given the detailed information on child cognition and emotional development available in conjunction with the full battery of maternal and family behavior and attribute information.

Table 21 describes levels of satisfaction with school for all children who were interviewed in 1990 and 1992. It may be seen that almost three quarters of the full sample were either very or somewhat satisfied with their school(s) across the two survey points. In contrast, only about 6 percent

were either somewhat or very dissatisfied at both survey points; about 9 percent changed from being satisfied to dissatisfied whereas about 11 percent changed from satisfied to dissatisfied.

The final tables in this section contrast the 1990 responses of the children with their mothers' responses to the identical questions taken from the 1979 survey. Table 22 indicates that the children are typically much more likely to be very satisfied with their school than were their mothers in 1979. These distinctions are particularly pronounced for white children and for girls. As may be seen in Table 23, most of this difference reflects the greater likelihood of the children's generation to provide a "very satisfied" response in situations where the mother had responded "somewhat satisfied". There is only limited evidence of movement between the satisfaction and dissatisfaction categories across generations.

It is suggested that part of the generational difference may reflect the older average age of the mothers at the time of the 1979 survey. Also, one must consider that the mothers were perhaps much more "selected out" in terms of their emotional and economic status at the time of the 1979 survey, as evidenced by the fact that they either were already (or were soon to become) young mothers, with all that this may have implied for their socio-economic and psychological well being. While the children's generation certainly does not fully typify a young adolescent cross-section, it is not an outlier population to the same extent as was their mothers' cohort; the largest proportions of these children are not yet parents themselves and indeed, on the basis of our analyses to date, may not become so for a number of years.

Table 24 describes the children's (1990) and their mothers' (1979) responses to a full range of questions referring to specific attributes of their school environment. This table reports the percent of children and mothers who felt that the various statements were "very true". The alternative categories were "somewhat true", "not too true" and "not at all true". About 60 percent of the children felt that their school work requires them to "think to the best of their ability", while close to half felt that it was easy to make friends at the school and that teachers were willing to help with personal problems. About 20 percent felt that "most of their classes were boring" and a third felt that "at this school, a person has the

freedom to learn what interests him or her". Very small percentages (between 5 and 10) felt that their school wasn't safe, that their teachers didn't know their subject well and that "you can get away with anything at this school". Overall, the children rated their schools fairly highly.

Black children were more likely on average to feel it was easy to make friends, that teachers were willing to help, and that a person has the freedom to learn what interests them, than did white children. They also were somewhat more likely to not feel safe at the school. For the most part, gender differences in responses were modest.

Mothers and their children generally had similar response patterns. There were, however, two generational differences of interest. Children were much more likely than their mothers to say that "teachers are willing to help with personal problems", while mothers were much more likely than children to have stated that "a person has the freedom to learn what interests him or her". Interestingly, there is no cross-generational difference in response to the school safety question; very small percentages in either generation reported feeling unsafe.

Non-School Activities and Time Utilization

After a typical school day the NLSY children who are 10 years old or older are most likely to go home, although large proportions may vary their pattern from day to day or even within a particular day. As may be seen in Table 25, about 85 percent indicate that they spend time between school and dinner time at home; about 46 percent often go to a friend's house (multiple responses are possible), and 28 percent often go to a relative's house. Small (less than ten) percentages indicate that they sometimes go to the playground, library, mall or to a job. Only four percent of these children indicate that they have after school or extended day care. Black children are slightly more likely than white children to go to the playground, library or mall, to go to a relative's house, or to be in a day care program. White children are somewhat more likely to visit a friend's house or to go to their own home. Gender distinctions tend to be trivial.

The most typical post-school activities are doing homework or watching T.V. (about 90 percent), doing chores around the house (74 percent), and "spending time with friends or doing things with siblings" (about 70 percent). About 40 percent "go to a lesson or activity", and a smaller percent sometimes "read a book or magazine not assigned at school". About one in four has a job. As may be seen in Table 26, racial variations in the patterns are limited, but boys and girls do tend to follow somewhat different post-school activity paths. Girls indicate that they are more likely to spend time reading, and are slightly more likely to do homework, while boys are more likely to have a job or go to a lesson or activity. (The reader should note that this "activity" category includes involvement in post-school sports activities.)

Because of potential linkages with school success or post-school careers, it is useful to focus specifically on the employment patterns of these youths. As may be seen in Table 27, about 40 percent of the children sometimes work for pay, with only modest racial or gender distinctions being apparent. Those children who work for pay work an average of 13.5 hours a week and earn an average of about 53 dollars per week. Their average wage is slightly below the minimum wage. This average of 13.5 hours of work per week masks a considerable variation in employment patterns; close to 30 percent work 3 or fewer hours a week, while 36 percent work eleven hours or more. While not reported in this table, large proportions of these children have casual jobs, such as baby sitting, lawn mowing and the like. About 57 percent work once a week or less. Black children work fewer hours, but report earning higher weekly wages than their white counterparts. They earn average hourly wages of about $5.55, compared with about $3.85 for white children.

Boys work an average of about 2 hours a week more than girls, and indicate that they earn an average of 23 dollars more. The average boy earns about $4.45 an hour, compared with $3.30 for the girls in the sample. This difference undoubtedly is partly associated with gender differences in the kinds of jobs these children have (e.g., girls are more likely to baby sit which may pay an average lower wage than that earned by boys who may be more likely to have jobs such as newspaper routes or outside yard work). The 1994 child data collection will include an extensive employment and education

history for all the children who have attained at least 15 years of age. It will then be possible to link the employment patterns reported here, not only with subsequent employment patterns, but also with academic "success" or "failure".

Religion and Religiosity

Almost 90 percent of the children report a religious affiliation (Table 28), although the quality of the specific denominational reports is uncertain. For example, only about 15 percent of the children report a Roman Catholic identification, substantially below the 28 percent for their mothers in 1979. Consistent with expectation, the single largest denominational category is Baptist, which accounts for fully one-third of the children. Other specific Protestant groups included much smaller percents and a substantial proportion of the children reported themselves as "Christian-non denominational" or "Other religion".

Over sixty percent of the children indicate that they attend services more often than monthly, and fully 40 percent indicate that they attend religious services weekly. The children typically attend with their parents, and 75 percent indicate that many of their friends also attend. In fact, of those who indicate that they ever attend services, about 65 percent indicate that some of their friends go to the same church they go to. Thus, church attendance may be an important mechanism for social networking for the children. One somewhat surprising finding is that for those children who ever attend, almost 70 percent indicate that they would go to services even if their parents did not go. While there are substantial differences between black and white children in their denominational attachment (black children are much more likely to be Baptists), there are no other substantial racial differences in any of the religiosity dimensions we have highlighted.

It is useful to compare maternal 1979 responses on religion and religiosity with their children's responses in 1990. (The reader should consider that the children are somewhat younger on average in 1990 than their mothers were in 1979.) It may be seen that the children are more likely to be coded

into a Christian non-denominational or "Other religion" category than are their mothers (Table 28). They are also more likely to report a Baptist affiliation. Conversely they are much less likely to report that they are Roman Catholic. Regardless of affiliation, the children are much more likely to report frequent church attendance than were their mothers in 1979.

As may be seen in Table 29, cross-generational comparisons are reasonably close for the Protestant denominations, but less so for Roman Catholicism. About 70 percent of mothers who were Baptist in 1979 have children who report they are Baptist in 1990. The figure for Lutherans is about 80 percent. For Methodists, the percent is 35 percent with an additional 20 percent or so having children reporting they are Baptists. About half of the children of Roman Catholic mothers report Roman Catholicism as their denomination, with an additional 20 percent saying they are Christian (non-denominational).

Of perhaps greater interest is the relatively strong cross-generational propensity to maintain religious observance (Table 30). Of the mothers who attended services weekly in 1979, 57 percent of their children attended weekly in 1990, and an additional 13 percent attended more often than monthly (totaling 70 percent in these two categories). If the mother attended less than weekly, but more than monthly, the two relevant figures are 48 and 17 respectively. Of the mothers who indicated that they attended only several times a year or less, 35 percent of their children indicated they attended at least weekly and 18 percent said they attended less than weekly, but more than monthly. Finally, approximately 42 percent of the children whose mothers said they had not attended at all say they attend more than monthly. These figures are consistent with a pattern of increased church attendance across generations for these cohorts of mothers and children. As may be seen in summary form in Table 28, the proportion of children attending services more than monthly in 1990 is about 64 percent, compared with only 46 percent for their mothers in 1979. The issue of whether this difference reflects a secular trend, the fact that the children in 1990 are somewhat younger than their mothers were in 1979, or more fundamental differences between the relative statuses of the two generations at comparable life cycle points will be resolvable as the children continue to age and more closely match the ages their

mothers were in 1979.

Non-Normative Behaviors

In this section, we explore the extent to which the children are willing to report about non-normative behaviors in which they may be engaged. This includes a number of problem behaviors ranging from disobeying parents on minor issues to stealing or physically hurting another individual. We also present summary statistics on early substance use by the children, including reports of cigarette, alcohol or marijuana or other elicit drug use.

Results reported in Table 31 indicate that about half the children have stayed out later than their parents said they should or lied to their parents about something important. There are no apparent differences between black and white children, or boys and girls, with regard to either of these fairly typical early adolescent behaviors. Almost 20 percent of the children said that they had "hurt someone badly enough to need bandages or a doctor" and about one in ten said that they had taken something from a store without paying for it.

About one-fourth of the children said that they had been required to bring parent(s) to school because of something they did. Approximately 8.6 percent said that they had skipped a day of school without permission, and 7.5 percent indicated that they had damaged school property on purpose. The biggest racial difference is in evidence with regard to the first of these items. About 40 percent of black children had to bring a parent to school, compared with 19 percent for white children. This item also showed the largest gender variability - 28 percent for boys compared with 20 percent for girls.

Children living in homes without a father or father figure present are more likely to break rules or engage in non-normative behaviors. There is a substantial difference in the likelihood of a parent having to go to school "because of something the child did", and lesser but significant differences in such behaviors as "staying out late", "taking something from a store" and "skipping a day of school" between father-present and father-absent children. These differences are much more substantial for

white than for black children. Gender differences which do appear suggest a greater deterioration in female than male behavior when the father is absent.

Substance Use

The 1990 Child supplement also included a sequence of questions probing into the child's early use of tobacco and other substances. While these items do not probe into the intensity of substance use, they do provide insights into the age at which a child initially used a substance, as well as whether or not the substance has been used within the past three months. A more extensive sequence about substance use is incorporated into the 1994 special supplement for children age 15 and over. When these data become available it will be possible to develop a time line of early use and more carefully consider linkages between age at initiation, current substance use, and a wide range of antecedent and intervening family and child attributes and behaviors.

About one in five of the children acknowledges ever having smoked a cigarette; approximately 33 percent of the children 13 and over admitting to having tried smoking (Table 32). There is little gender difference; however, white children are somewhat more likely to have smoked at an early age than are black children, a pattern that is consistent with evidence reported for their parents' generation as well as other recent adolescent smoking surveys.

About one third of those who acknowledge having smoked have done so in the past three months; this figure increases to 45 percent for those age 13 and over. One positive implication of these statistics is that a large proportion of the children who are "ever smokers" have not done so recently. Their smoking history may have been early, experimental, and perhaps terminated. However, girls are more likely than boys, and whites more likely than blacks, to have continued their smoking into the present.

A comparable percentage (22 percent) of the children admit to having drunk alcohol, "other than just a sip or two" (Table 33). For those who admit to ever drinking, about 45 percent indicate that

they have had a drink in the past three months. There are no apparent racial or gender differences in this reported behavior.

Not surprisingly, drinking is closely related to the age of the child. About 13 percent of the 10 to 12 year olds have drunk alcohol, compared with 39 percent of those age 13 and older. Additionally, of those who have ever drunk alcohol, 35 percent of the 10 to 12 year olds, and 52 percent of those 13 and older, have done so in the last three months.

Table 34 uses preliminary data from the 1992 survey round to suggest the degree to which initiation to alcohol use is sensitive to a child's age. This table describes alcohol use in 1992 for the sample of children who had not yet had a drink as of 1990. An examination of the "yes" percent for the total sample shows a steady increase in alcohol initiation associated with age. For example, the percent of ten year olds having their first drink between age 10 and 12 is 15.6; 33.2 percent for 12 year old abstainers by age 14 and 55 percent for children who were 14 by age 16. Clearly, these mid-adolescent ages are ones at which large proportions of children have their initial extensive experiences with alcohol. Additionally, it appears that white children are much more likely to experiment with and to use alcohol at these ages than are black children.

Acknowledged marijuana use among this cohort of children is quite modest, as may be seen in Tables 35 and 36. Overall, only about 3 percent of the children admit to having used marijuana; this figure increases slightly, to 5 percent, for those age 13 and over. (The reader should note that because of modest sample sizes these figures should be interpreted with a certain amount of caution.) There is no apparent racial difference, but boys are slightly more likely to acknowledge use than are girls. Overall, for non-users, the likelihood of initiation into marijuana use is low until age 14. Between age 14 and (approximately) 16, about 17 percent became users for the first time. Between the ages 15 and 17, an estimate for initial use is 25 percent. Finally, Table 37 shows that only very small proportions (0.9 percent) admit to having used other illicit drugs. The low rate of recent (within the 3 months preceding the administration of the survey) incidence suggests that this use was largely experimental and not repeated.

Friendship Networks, Dating and Early Sexual Activity

Generally speaking, the children in this sample are involved in fairly extensive friendship networks which tend to be somewhat gender selective. It may be seen from Tables 38 and 39 that about 80 percent of the boys indicated they had three or more "close" friends who are boys, and that close to 60 percent of the boys indicated that they had three or more close friends who were girls. In contrast, only very small (less than 4) percentages of boys indicated that they had no close friends who were boys, but about 20 percent had no close friends who were girls. Not surprisingly, the proportion of boys having close girl friends increases from about 50 percent to 70 percent as one moves from the 10 to 12 year olds to the 13 and over age group. As may be noted from Table 40, boys typically "choose" friends in their own grade. When asked whether or not they "often felt lonely and wished they had more friends", most of the boys appeared fairly content: 62 percent "hardly ever" felt lonely, 27 percent "sometimes" felt lonely, and about 11 percent "often" felt lonely (Table 41). This factor is also age sensitive, as the proportion of boys feeling lonely declines with increasing age.

The patterns for girls were somewhat symmetrical, although there is evidence to support the notion that girls in this age range perhaps network even more extensively than boys, both within and across gender. Over 90 percent of girls indicate that they have at least three close girl friends, and virtually none indicate that they are friendless. Girls are also slightly more likely to have three or more boys who are close friends than was true for the boy mirror image. Older girls are somewhat more likely to choose friends from a higher grade than are their male counterparts, reflecting the tendency of girls to date boys older than themselves. However, it is fair to generalize that for the most part girls, just like boys, tend to choose most of their friends from their own grade level. There are no pronounced differences between the boys and girls with respect to "feeling lonely"; most girls "hardly ever" feel lonely or wish they had more friends. As with the boys, only about 11 percent "often" feel lonely.

It is possible, from an analytical perspective, to link the friendship items with all of the available information on child behavior problems, home environment and within-family interactions. It will also be

possible, with the availability of the 1992 data, to sort out those children who appear to feel more or less isolated for longer periods of time and to link this pattern with the full range of related child attributes and behaviors.

While the children appear to have fairly extensive social networks, only small percentages have begun dating. This reflects the fact that most of these children are still quite young as of 1990. As may be seen in Table 42, less than a quarter of the children have had a date, with the percentages being slightly higher for black than for white children and significantly higher for boys than for girls. The reported ages at first date for those who have dated are quite early, which is essentially an artifact of the youthfulness of the sample.

Of those children who have begun dating, about 37 percent date once or twice a week, and an additional 27 percent date once or twice a month. Not only are girls less likely to date, but if they indicate they have dated, they are more likely than the boys to have dated infrequently. There is, however, little gender (or racial) variation in the tendency to have multiple dating partners. About 55 percent of boys, girls, blacks and whites indicate that when they date, it is usually "the same person".

Sex Education and Sexual Activity

As may be seen in Table 42, only about nine percent of the children in the sample who were age 13 and over indicate that they have ever had sex as of 1990. There are no significant racial differences in this regard; however, boys are twice as likely as girls to have been sexually active. At this time the percentages are too modest for further tabular exploration, given that only about 150 children for each gender completed the item on sexual activity.

About half of all the children age ten and over have had sex education classes. A small percentage of them have had at least some school discussion regarding sex prior to the 5th grade. This issue is far more likely to have been covered in grades five and up.

About sixty percent of the children indicated that they have "talked to somebody in their family

about sex." Most typically this person was their mother and, far less frequently, their father. There is a tendency for children to be relatively more likely to talk with the same-sex parent. About 64 percent of girls have talked with their mother, but only nine percent have talked with their father; about 31 percent of boys have talked with their mother and 24 percent with their father. This gender distinction is not apparent for black children. Small percentages have talked with other relatives. Girls were more likely than boys, and blacks were more likely than whites, to have had a discussion about sex with a family member.

Expectations for the Future

While there is evidence that children's ideas about their future are inherently unstable, information on current expectations can nonetheless provide important insights into their state of mind as of the point in time that the information is provided. In this regard, their responses are undoubtedly closely linked with a full range of related ongoing activities in the home, in school, and with peers at the time. In a longitudinal context it is suggested that children's notions about their future educational and family-related plans, and that changes in these notions may be important inputs into explaining a variety of behaviors as well as being important outcomes in their own right. Their significance as outcomes rests not only on what they tell us about the child's current psyche, but also about what they may tell us about the likely future success or failure of the child in school, in the job market, and as a partner in a relationship. We will have repeated expectation measures over a series of years for many of these children; these measures will help clarify linkages between basic values regarding family and career and maturational status.

Table 43 synthesizes the children's responses to a series of expectation questions which were asked in 1990. Overall, over 60 percent indicated that they expect to receive at least a college degree, with fully 99 percent expecting to at least complete high school. These statistics should be considered within a contemporary context in which, at present, it is estimated that about 87 percent of young adults

in the U.S. complete high school and about 25 percent graduate from college. Given that this cohort of children does not typify a cross-section of young adolescents, but rather includes a disproportionate number of children from disadvantaged backgrounds, it is likely that their educational horizons are, on average, overly optimistic.

Their personal notions about "best" ages to get married are somewhat younger than for the U.S. population as a whole. Both boys and girls feel that 22 is about the best (median) age to get married; this figures should be compared with the current actual median ages for American men and women of 26 and 24 respectively. On the other hand, these children report a best age to have a first child of about age 24, which is not substantially different from the median age at first birth for all births to women in the United States in 1990.

Educational Expectations

Given the importance of education as a predictor of life-long career success, it is useful to consider the potential utility of the educational expectation measure. Table 44 compares the children's responses to the educational expectation item in 1990 and 1992. As the children approach a later point in their educational pathway we find a modest shift towards lesser expectations; the percent expecting a college degree declines slightly and the percent expecting lesser levels of education increases modestly. The modest net changes mask rather substantial changes in expectations at the individual level. For example, the 7 percent "net" decline in the percent expecting to receive a college diploma disguises the fact that 17 percent of all the children moved into that category between 1990 and 1992 whereas about 24 percent moved out (Table 44). Large "gross" flows may also be seen for all the educational levels except for the high school dropout category which loses and gains very few children. Indeed, only about 39 percent of all these children did not change their responses at all between 1990 and 1992. The interested reader may observe the actual patterning of transitions across educational categories in greater detail in Table 45.

Table 46 summarizes maternal responses about their expectations for their children in 1990 and 1992. Similar patterns of change may be noted, although the children themselves apparently have greater personal expectations than their mothers have for them. In 1990 about 64 percent of the children expected to receive a college degree, but only 40 percent of the mothers expected them to receive a degree. (The mothers responses are drawn from the 1990 NLSY Mother Supplement.) Thus, while both children and parents may be overly optimistic, the parents' perceptions may be slightly more realistic. However, at least for the 1990-1992 period, there is little evidence of a narrowing of the child expectation gap. As may be seen in Table 47, with the exception of some narrowing for the 13-15 years of schooling category, it appears that mothers and children seem to be as far apart in 1992 as in 1990 regarding how much schooling they expect the child to complete, even though the average child has moved two additional years along the educational ladder.

Evidence of the substantial lack of congruence between mothers and children in 1990 may be seen in Table 48. While the categories are somewhat subjective, it is suggested that only about half of the mother-child dyads have equivalent educational expectations for the child. About a third of the children have educational expectations exceeding those their mothers have for them, whereas less than half that number of children have lower expectations than do their mothers. Prospectively, the NLSY child data will be very useful for clarifying which children obtain their expectations, which children exceed expectations, and which fall short. In this regard, it will be possible to pinpoint which family, maternal and child attributes are associated with a better ultimate congruence between expectations and reality. For the moment, the available data can clarify the family and personal attributes associated with poorer and better child-mother congruence in responses. Of particular importance is whether or not congruence at high or low levels is associated with known intellectual and socio-emotional attributes of the child.

Table 1. Child Sample by Age, Race and Gender.

Race	Gender	Child's Age									
		10	11	12	13	14	15	16	17	18	19
Black	Boys	64	58	39	41	34	24	6	4	1	0
	Girls	69	51	42	34	23	19	10	6	2	0
	Total	133	109	81	75	57	43	16	10	3	0
White[a]	Boys	101	66	54	32	26	15	5	2	2	0
	Girls	90	62	44	41	28	13	6	1	0	1
	Total	191	128	98	73	54	28	11	3	2	1
All	Boys	165	124	93	73	60	39	11	6	3	0
	Girls	159	113	86	75	51	32	16	7	2	1
	Total	324	237	179	148	111	71	27	13	5	1

Note: a = The "White" category includes both Hispanic and non-black, non-Hispanic children.

Table 2. Selected Maternal Characteristics: Sample Cases.

Age of Mother at Birth of Child	
11	1
13	4
14	16
15	69
16	159
17	185
18	188
19	174
20	146
21	113
22	53
23	8
Total	1116
Race of Mother	
Hispanic	226
Black	527
Non-Hispanic, Non-Black	363
Median Age of Mother at Birth of Child	
Black	18.2
White	18.3
Total	18.2
Average Annual Family Income	
Black	$27,818
White	$20,139
Total	$30,770

Table 3. Highest Grade Completed by Child's Mother as of 1990.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Highest Grade Completed by Child's Mother (1990)							
Less Than 9th Grade	5.3	10.0		7.8	10.0		8.8
9th Through 11th Grade	33.5	31.9		31.7	33.0		32.3
12th Grade (High School Graduate)	37.3	41.2		41.1	39.1		40.2
13 or More Years	23.9	16.9		19.4	17.9		18.7
Total	100.0	100.0		100.0	100.0		100.0

Table 4. N.L.S.Y. Child and Child Self-Administered Supplement: Sample Cases.

Total number of children reported by interviewed mothers in 1990:		6427
Total number of children eligible to be interviewed in 1990:		5949
Total number of children interviewed in 1990:		5803
Total number of children assessed in 1990:		5309
Number of children age 10 or older assessed in 1990:		1295
Number of children age 10 or older in 1990 who completed a self-administered supplement:		1116
Type of self-administered supplement completed:		
	Self	
	Boys	495
	Girls	502
	Total	997
	Phone	
	Boys	76
	Girls	37
	Total	113
	Interviewer	
	Boys	3
	Girls	3
	Total	6

Table 5. Subject Areas Included in the Child Self-Administered Supplement.

	1988	1990	1992
1. Parent-Child Joint Activities	X	X	X
2. Child Task-Completion Expectations	X	X	X
3. Rules for Child Behavior	X	X	X
4. Child Involvement in Decisions	X	X	X
5. Decision-Making About Child Activities	X	X	X
6. Mother-Child "Closeness"/Interaction			X
7. Father-Child "Closeness"/Interaction			X
8. Mother-Father Consensus			X
9. Child "Moods"			X
10. Child Satisfaction with School	X	X	X
11. Activities/Time Use After School	X	X	X
12. Emotional Expectations	X	X	X
13. Summertime Activities			X
14. Neighborhood Safety			X
15. T.V. Watching		X	X
16. Employment	X	X	X
17. Anti-Social Activity Profile	X	X	X
18. Religion and Religiosity	X	X	X
19. Friendship Network	X	X	X
20. Peer Pressure re. Antisocial Activities/Substance Use			X
21. Cigarette, Alcohol, and Drug Use	X	X	X
22. Dating	X	X	X
23. Marriage and Childbearing Expectations	X	X	X
24. Sex Education	X	X	X
25. Time Away from Parents	X	X	X
26. Early Sexual Activity (age 13 and over)	X	X	X
27. Early Child Bearing			X

Table 6. Parent-Child Joint Activities: Percent of Children Involved in Specific Activities with Their Parents During the Month Preceding the Completion of the Self-Administered Supplement.

(Weighted Distribution)

	Black	White		Male	Female		Total
Within the Past Month Parent(s) and Child:							
Went to a movie together	29.3	20.2		24.0	21.2		22.6
Went out to dinner together	48.2	64.4		56.2	64.1		60.1
Went shopping (for child)	82.2	81.1		79.3	83.6		81.4
Went on an outing (e.g., to a museum)	26.6	39.2		37.6	34.0		35.8
Went to church together	55.6	42.0		45.4	45.9		45.6

Table 7. Parent-Child Joint Activities: Percent of Children Involved in Specific Activities with Their Parents During the Week Preceding the Completion of the Self-Administered Supplement.

(Weighted Distribution)

	Black	White		Male	Female		Total
Within the Last Week Parent(s) and Child:							
Did things together	50.5	49.6		44.6	55.4		49.8
Worked on schoolwork together	53.6	45.9		47.0	49.0		48.0
Played a game or sport together	42.6	43.7		49.4	37.1		43.4

Table 8. Helping With Household Chores: Percent Regularly Expected to Help Out.

(Weighted Distribution)

	Black	White		Male	Female		Total
Child is Regularly Expected to Help With:							
Straightening His/Her Room	91.6	93.4		91.1	94.9		92.9
Keeping the House Clean	84.3	81.1		78.6	85.6		82.0
Doing the Dishes	80.8	63.3		57.2	79.4		68.0
Cooking	41.1	27.8		26.3	36.6		31.3

Table 9. Rules for Children: Percent of Children Reporting Selected Household Rules.

(Weighted Distribution)

Rules About:	Child's Age	Black	White		Boys	Girls		Total
Watching TV	10 to 12 Years Old	59.0	46.1		50.6	47.8		49.2
	13 Years Old or Older	30.4	35.0		36.2	30.7		33.5
	Total	47.2	41.4		44.9	40.9		42.9
Keeping Parents Informed About Where He/She Is								
	10 to 12 Years Old	92.6	96.0		99.7	96.8		95.2
	13 Years Old and Older	90.9	94.6		88.4	96.0		93.6
	Total	91.7	95.4		92.8	96.1		94.4
Doing Homework	10 to 12 Years Old	92.4	92.1		90.7	93.6		92.2
	13 Years Old and Older	90.2	88.6		88.4	89.8		89.1
	Total	91.5	90.8		90.0	92.0		91.0
Dating or Going to Parties with Boys and Girls								
	10 to 12 Years Old	59.1	58.7		53.2	64.5		58.8
	13 Years Old or Older	66.1	68.1		57.0	78.1		67.4
	Total	61.6	60.2		53.5	68.0		60.6

Table 10. Rules for Children: Percent of Children Who Have "Some Say" or "A Lot of Say" in Making Household Rules.

(Weighted Distribution)

Rules About:	Child's Age	Black	White		Boys	Girls		Total
Watching TV	10 to 12 Years Old	42.4	37.1		36.8	40.0		38.4
	13 Years Old or Older	37.4	50.3		45.4	47.0		46.2
	Total	40.2	41.5		39.8	42.5		41.1
Keeping Parents Informed About Where He/She Is								
	10 to 12 Years Old	52.7	45.0		49.6	43.9		46.8
	13 Years Old or Older	40.3	47.9		47.1	43.7		45.4
	Total	47.7	46.3		48.1	45.1		46.6
Doing Homework	10 to 12 Years Old	52.8	46.0		48.8	46.4		47.6
	13 Years Old or Older	43.4	47.1		40.5	52.2		46.0
	Total	49.1	46.5		45.3	49.2		47.3
Dating or Going to Parties with Boys and Girls								
	10 to 12 Years Old	35.1	35.0		32.5	36.6		35.0
	13 Years Old or Older	46.7	51.1		55.5	43.2		49.7
	Total	40.1	40.2		41.5	38.8		40.2

Table 11. Rules for Children: Percent of Children Often Arguing About Household Rules.

(Weighted Distribution)

		Black	White		Boys	Girls		Total
Watching TV	10 to 12 Years Old	15.5	16.2		17.7	14.4		16.0
	13 Years Old or Older	9.1	3.9		5.8	5.3		5.6
	Total	12.4	12.5		13.7	11.1		12.5
Keeping Parents Informed About Where He/She Is								
	10 to 12 Years Old	26.5	15.9		18.5	18.4		18.5
	13 Years Old or Older	14.5	13.6		12.1	15.8		13.9
	Total	21.4	15.2		15.8	17.9		16.8
Doing Homework	10 to 12 Years Old	22.7	18.0		20.0	18.2		19.1
	13 Years Old or Older	12.6	13.5		12.3	14.3		13.3
	Total	18.8	16.7		17.1	17.4		17.3
Dating or Going to Parties with Boys and Girls								
	10 to 12 Years Old	13.6	12.4		11.5	13.8		12.7
	13 Years Old or Older	15.0	15.6		10.1	21.1		15.4
	Total	14.2	13.8		11.0	16.9		13.9

Table 12. Family Cohesion on Family Decisions.

(Weighted Distribution)

Aspect of Decision Making	Child's Age	Black	White		Male	Female		Total
How Often Mother or Father Talk Over Important Decisions With Child:								
Often	10 to 12 Years Old	42.1	28.7		31.4	32.4		35.1
	13 Years Old or Older	36.2	34.7		34.6	35.8		34.0
	Total	39.6	30.6		32.5	33.6		34.7
Hardly Ever	10 to 12 Years Old	20.0	25.5		25.2	23.1		23.8
	13 Years Old or Older	22.3	15.1		19.0	15.8		19.2
	Total	21.0	22.1		23.0	20.5		22.3
How Often Mother or Father Listen to Child's Side of An Argument:								
Often	10 to 12 Years Old	32.0	29.2		28.5	31.3		30.8
	13 Years Old or Older	37.0	30.7		33.7	31.7		34.4
	Total	34.1	29.7		30.3	31.5		32.0
Hardly Ever	10 to 12 Years Old	24.9	27.6		29.6	24.2		26.5
	13 Years Old or Older	29.0	20.1		22.2	23.9		25.5
	Total	26.7	25.1		27.0	24.1		26.2
In Dealing With Child, How Often Do Parents Agree With Each Other?[a]								
Always		17.2	13.2		16.3	11.6		14.1
Usually		33.8	53.3		50.3	48.2		49.3
Sometimes		43.2	28.7		29.8	33.7		31.7
Never		5 8	4.9		3.6	6.5		5.1

Note: a = Limited to two-parent families.

Table 13. Family Decision Making: Parent and Child Inputs Into Selected Decisions by Race.

(Weighted Distribution)

	Black			White			Total		
	Decision Maker(s) Include:			Decision Maker(s) Include:			Decision Maker(s) Include:		
	Child	Mother	Father	Child	Mother	Father	Child	Mother	Father
Who Usually Makes Decisions About:									
Buying Child's Clothes	74.4	29.6	14.0	60.6	55.0	11.7	57.2	54.6	10.2
How to Spend Child's Money	69.2	29.0	5.4	76.3	29.8	17.1	74.4	29.6	14.0
Which Friends to Go Out With	59.2	37.3	6.5	71.0	30.8	14.4	67.8	32.6	12.3
How Late Child Stays Out	6.8	82.1	17.0	7.4	76.8	53.8	7.2	78.2	44.0
How Much Allowance Child Gets	6.7	72.2	22.1	7.1	68.0	50.1	7.0	69.1	42.4
How Much TV Child Can Watch	54.8	38.4	7.7	56.1	43.5	27.0	55.7	42.2	21.9
Child's Religious Training	35.5	53.9	12.0	40.6	57.1	30.9	39.3	56.3	25.8

Table 14. Family Decision Making: Parent and Child Input Into Selected Decisions by Gender.

(Weighted Distribution)

	Boys			Girls			Total		
	Decision Maker(s) Include:			Decision Maker(s) Include:			Decision Maker(s) Include:		
	Child	Mother	Father	Child	Mother	Father	Child	Mother	Father
Who Usually Makes Decisions About:									
Buying Child's Clothes	54.5	53.9	13.9	60.0	55.4	6.4	57.2	54.6	10.2
How to Spend Child's Money	72.1	28.3	15.4	76.7	30.9	12.5	74.4	29.6	14.0
Which Friends to Go Out With	66.8	30.5	12.4	67.9	34.7	12.2	67.8	32.6	12.3
How Late Child Stays Out	7.6	75.1	45.3	6.8	81.5	42.5	7.2	78.2	44.0
How Much Allowance Child Gets	8.2	67.3	41.4	5.7	71.1	43.4	7.0	69.1	42.4
How Much TV Child Can Watch	53.6	43.2	21.9	58.1	41.0	21.8	55.7	42.2	21.9
Child's Religious Training	38.3	57.3	28.1	40.3	55.1	23.3	39.3	56.3	25.8

Table 15. Family Decision Making: Parent and Child Input Into Selected Decisions by Presence or Absence of Father Figure and Race.

(Weighted Distributions)

	Mother's Spouse or Partner is Present in the Household								
	Black			White			Total		
	Decision Maker(s) Include:			Decision Maker(s) Include:			Decision Maker(s) Include:		
	Child	Mother	Father	Child	Mother	Father	Child	Mother	Father
Who Usually Makes Decisions About:									
Buying Child's Clothes	50.2	53.5	13.0	61.0	55.9	12.2	59.5	55.5	12.3
How to Spend Child's Money	74.1	23.0	10.7	75.5	30.4	19.0	75.3	29.4	17.9
Which Friends to Go Out With	63.7	29.7	14.4	70.9	30.9	16.4	69.9	30.7	16.2
How Late Child Stays Out	7.8	77.2	35.9	6.6	74.5	62.0	6.8	74.9	58.4
How Much Allowance Child Gets	5.9	60.9	41.1	6.7	65.4	58.3	6.6	64.8	55.9
How Much TV Child Can Watch	52.7	37.2	17.1	55.6	42.0	31.4	55.2	41.3	29.4
Child's Religious Training	38.0	50.3	22.3	40.2	56.4	36.4	39.9	55.6	34.4

	Mother's Spouse or Partner is Absent from the Household								
	Black			White			Total		
	Decision Maker(s) Include:			Decision Maker(s) Include:			Decision Maker(s) Include:		
	Child	Mother	Father	Child	Mother	Father	Child	Mother	Father
Who Usually Makes Decisions About:									
Buying Child's Clothes	46.7	53.7	2.4	58.4	50.2	9.4	51.7	52.2	5.4
How to Spend Child's Money	66.4	32.4	2.3	79.3	26.4	8.8	72.1	29.8	5.2
Which Friends to Go Out With	56.7	41.7	1.9	70.9	29.8	5.6	62.9	36.5	3.5
How Late Child Stays Out	6.2	84.8	6.4	11.1	87.0	17.2	8.3	85.8	11.1
How Much Allowance Child Gets	7.2	78.5	11.4	9.0	78.8	15.0	8.0	78.6	13.0
How Much TV Child Can Watch	56.0	39.1	2.4	58.8	49.9	7.4	57.2	43.8	4.6
Child's Religious Training	34.1	55.9	6.3	43.0	59.8	6.3	38.0	57.6	6.3

Table 16. Family Decision Making: Parent and Child Input Into Selected Decisions by Presence or Absence of Father Figure and Child Gender.

(Weighted Distributions)

	Mother's Spouse or Partner is Present in the Household								
	Boys			Girls			Total		
	Decision Maker(s) Include:			Decision Maker(s) Include:			Decision Maker(s) Include:		
	Child	Mother	Father	Child	Mother	Father	Child	Mother	Father
Who Usually Makes Decisions About:									
Buying Child's Clothes	55.3	55.1	17.3	63.7	56.0	7.3	59.5	55.5	12.3
How to Spend Child's Money	70.0	28.1	20.9	80.6	30.6	14.9	75.3	29.4	17.9
Which Friends to Go Out With	67.3	29.1	15.8	72.5	32.3	16.5	69.9	30.7	16.2
How Late Child Stays Out	6.8	70.5	61.6	6.7	79.2	55.2	6.8	74.9	58.4
How Much Allowance Child Gets	8.1	61.4	56.6	5.0	68.1	55.1	6.6	64.8	55.9
How Much TV Child Can Watch	52.0	42.2	29.7	58.5	40.4	29.1	55.2	41.3	29.4
Child's Religious Training	38.9	55.3	37.4	40.9	55.8	31.5	39.9	55.6	34.4

	Mother's Spouse or Partner is Absent from the Household								
	Boys			Girls			Total		
	Decision Maker(s) Include:			Decision Maker(s) Include:			Decision Maker(s) Include:		
	Child	Mother	Father	Child	Mother	Father	Child	Mother	Father
Who Usually Makes Decisions About:									
Buying Child's Clothes	52.6	51.0	6.6	50.7	53.7	4.1	51.7	52.2	5.4
How to Spend Child's Money	76.4	28.2	4.1	67.0	31.6	6.4	72.1	29.8	5.2
Which Friends to Go Out With	65.4	33.1	5.2	60.0	40.5	1.6	62.9	36.5	3.5
How Late Child Stays Out	9.4	84.4	11.6	7.0	87.5	10.5	8.3	85.8	11.1
How Much Allowance Child Gets	8.6	78.5	11.7	7.2	78.6	14.6	8.0	78.6	13.0
How Much TV Child Can Watch	57.4	44.9	5.6	57.1	42.5	3.3	57.2	43.8	4.6
Child's Religious Training	37.3	61.1	9.0	38.8	53.4	3.0	38.0	57.6	6.3

Table 17. Child's Grade in School (1990).

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Grade:							
4th Grade or Less	14.0	15.4		17.1	12.8		15.0
5th Grade	19.4	24.6		21.9	24.5		23.2
6th Grade	18.7	19.7		20.1	18.7		19.4
7th Grade	15.8	13.8		13.1	15.6		14.3
8th Grade	12.4	12.4		11.5	13.5		12.4
9th Grade	11.8	8.1		9.5	8.6		9.1
10th Through 12th Grade	7.9	6.0		6.8	6.3		6.5

Table 18. Child's Satisfaction With School (1990).

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Level of Satisfaction:							
Very Satisfied	48.9	47.6		45.9	50.1		48.0
Somewhat Satisfied	35.4	38.5		34.3	30.6		37.7
Somewhat Dissatisfied	8.0	8.5		9.1	7.6		8.4
Very Dissatisfied	7.8	5.3		5.7	6.2		6.0

Table 19. Comparison of Child's 1990 and 1992 Levels of Satisfaction With School by Race.

(Weighted Estimates)

Child's Satisfaction with School (1990)	Race	Child's Satisfaction with School (1992)			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Very Satisfied	Black	47.0	43.9	5.7	3.4
	White	52.1	37.7	6.9	3.3
	Total	50.7	39.4	6.5	3.4
Somewhat Satisfied	Black	29.0	49.0	14.7	7.3
	White	25.4	58.2	13.4	3.0
	Total	26.3	55.9	13.7	4.1
Somewhat Dissatisfied	Black	16.9	68.3	10.8	4.1
	White	20.0	38.1	33.1	8.7
	Total	19.3	45.6	27.6	7.6
Very Dissatisfied	Black	37.5	25.3	13.7	23.6
	White	19.2	30.4	27.8	22.7
	Total	24.5	28.9	23.7	22.9

Table 20. Comparison of Child's 1990 and 1992 Levels of Satisfaction With School by Gender.

(Weighted Estimates)

Child's Satisfaction with School (1990):	Gender	Child's Satisfaction with School (1992)			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Very Satisfied	Boys	46.9	43.3	6.6	3.2
	Girls	54.2	35.8	6.5	3.5
	Total	50.7	39.4	6.5	3.4
Somewhat Satisfied	Boys	30.6	52.3	12.8	4.3
	Girls	21.2	60.1	14.8	3.9
	Total	26.3	55.9	13.7	4.1
Somewhat Dissatisfied	Boys	20.8	42.2	31.0	6.1
	Girls	17.3	49.9	23.3	9.5
	Total	19.3	45.6	27.6	7.6
Very Dissatisfied	Boys	34.0	36.5	15.6	13.9
	Girls	15.2	21.6	31.5	31.7
	Total	24.5	28.9	23.7	22.9

Table 21. Comparison of Child's 1990 and 1992 Levels of Satisfaction With School.

(Weighted Estimates)

Child's Satisfaction with School (1990)	Child's Satisfaction with School (1992)			
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Very Satisfied	24.8	19.2	3.2	1.6
Somewhat Satisfied	9.4	19.9	4.9	1.5
Somewhat Dissatisfied	1.7	4.1	2.5	0.7
Very Dissatisfied	1.6	1.9	1.6	1.5

Table 22. Comparison of Child's 1990 and Mother's 1979 Levels of Satisfaction With Their Schools.[a] (Figures Reflect Percent of Children or Mothers in Each Category.)

(Weighted Estimates)

		Black	White		Boys	Girls		Total
Level of Satisfaction:								
Very Satisfied	Children	48.9	47.6		45.9	50.1		48.0
	Mothers	42.3	28.8		32.1	27.4		29.8
Somewhat Satisfied	Children	35.4	38.5		34.3	30.6		37.7
	Mothers	50.4	53.7		51.6	55.4		53.5
Somewhat Dissatisfied	Children	8.0	8.5		9.1	7.6		8.4
	Mothers	2.7	12.5		11.1	12.4		11.7
Very Dissatisfied	Children	7.8	5.3		5.7	6.2		6.0
	Mothers	4.6	5.0		5.2	4.8		5.0

Note: a = Mothers' responses are taken from the 1979 survey.

Table 23. Comparison of Child's and Mother's Levels of Satisfaction With Their Schools by Child Gender.[a] (Percent Figures Total 100% in Each Table.)

(Weighted Estimates)

Boys

Child's Level of Satisfaction (1990):	Mother's Level of Satisfaction (1979)			
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Very Satisfied	14.3	28.4	3.7	1.9
Somewhat Satisfied	9.4	18.4	7.3	3.2
Somewhat Dissatisfied	6.6	1.9	1.3	0.0
Very Dissatisfied	3.4	0.4	0.0	0.0

Girls

Child's Level of Satisfaction (1990):	Mother's Level of Satisfaction (1979)			
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Very Satisfied	15.6	27.0	4.3	4.1
Somewhat Satisfied	6.1	20.0	6.8	1.5
Somewhat Dissatisfied	0.8	7.4	0.0	0.0
Very Dissatisfied	4.1	1.4	0.1	0.0

Total

Child's Level of Satisfaction (1990):	Mother's Level of Satisfaction (1979)			
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Very Satisfied	14.9	27.8	4.0	2.9
Somewhat Satisfied	7.8	19.1	7.1	2.4
Somewhat Dissatisfied	3.9	4.5	0.7	0.0
Very Dissatisfied	3.7	0.9	0.5	0.0

Note: a = Mothers' responses are taken from the 1979 survey.

Table 24. Comparison of Child's and Mothers' Reactions to Statements About Their Schools: Percent Reporting That Statements About Their School Are "Very True".[a]

(Weighted Estimates)

		Black	White		Boys	Girls		Total
It's easy to make friends at this school.	Children	54.1	44.7		50.5	43.8		47.2
	Mothers	58.9	51.6		50.8	53.5		52.1
Most of the teachers are willing to help with personal problems.	Children	54.4	45.0		47.4	47.6		47.5
	Mothers	42.5	29.8		34.2	27.4		30.8
Most of my classes are boring.	Children	20.5	22.6		22.7	21.4		22.1
	Mothers	12.8	18.0		15.6	19.6		17.6
I don't feel safe at this school.	Children	12.1	4.4		6.4	6.6		6.5
	Mothers	8.5	4.8		1.9	8.3		5.1
Most of my teachers don't know their subjects well.	Children	11.9	5.9		7.3	7.7		7.5
	Mothers	[b]	[b]		[b]	[b]		[b]
You can get away with almost anything at this school.	Children	7.3	7.3		7.7	7.0		7.3
	Mothers	4.4	8.6		8.1	8.4		8.3
My schoolwork requires me to think to the best of my abilities.	Children	70.1	58.4		59.0	64.3		61.6
	Mothers	67.0	58.1		63.9	53.5		58.7
At this school, a person has the freedom to learn what interests him or her.	Children	47.2	28.8		35.6	31.8		33.8
	Mothers	51.1	46.5		47.5	46.1		46.8

Notes: a = Mothers' responses are taken from the 1979 survey.
b = Equivalent question not asked of mothers in 1979.

Table 25. Percent of Children Spending Time at Selected Locations Between School and Dinner Time After a Usual School Day.

(Weighted Estimates)

	Black	White		Boys	Girls		Total
Home	80.8	87.7		84.6	87.2		85.9
After School Care/Extended Day Care	6.2	2.8		3.5	3.8		3.7
The Playground	13.9	7.4		10.3	7.9		9.1
The Library	13.5	8.3		7.6	11.9		9.7
The Mall	13.3	8.6		8.0	11.9		9.9
A Relative's House	33.8	26.0		27.8	28.4		28.1
A Friend's House	39.1	49.0		46.5	46.2		46.3
Work or a Job	8.2	10.2		11.0	8.3		9.7
Somewhere Else	16.1	15.2		11.4	16.5		15.4

Note: Percentages exceed 100 percent because multiple responses are possible.

Table 26. Percent of Children Usually Engaged in Selected Activities Between School and Dinner Time.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Activity:							
Spend Time with Friends	70.7	70.2		73.6	67.0		70.4
Read a Book or Magazine Not Assigned at School	42.8	38.9		34.5	45.6		39.9
Do Chores Around the House	79.5	72.4		73.7	74.9		74.3
Work for Pay	27.6	25.7		32.2	19.8		26.2
Do Homework	92.3	90.8		88.5	94.2		91.2
Go to a Lesson or Activity (e.g., sports or a club)	41.0	39.3		45.4	33.7		39.7
Watch TV	89.1	89.2		88.2	90.2		89.2
Go to the Mall	36.7	21.6		25.3	25.9		25.6
Do Things with Siblings	76.5	66.0		69.3	68.2		68.7

Note: Percentages exceed 100 percent because multiple responses are possible.

Table 27. Child Employment.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Percent of Children Having Paid Employment	46.0	41.2		42.8	41.9		42.4
Frequency of Paid Employment:[a]							
About Once a Month	11.6	13.2		11.8	13.8		12.8
A Few Times a Month	24.5	27.6		20.7	32.8		26.7
Once a Week	17.5	18.5		22.8	13.5		18.2
A Few Times a Week	18.2	19.3		20.1	17.9		19.0
Four or More Times a Week	14.5	11.8		14.2	10.8		12.5
Every day	13.7	9.7		10.5	11.2		10.8
Average Hours Worked Per Week[a]	10.1	13.7		14.5	12.4		13.5
Percent Working:[a]							
3 or Fewer Hours per Week	37.7	29.1		33.5	26.0		29.8
Four to Six Hours per Week	12.9	19.2		15.1	22.4		18.7
Seven to Ten Hours per Week	25.1	14.1		11.8	18.3		15.0
Eleven or More Hours per Week	24.4	37.6		39.6	33.4		36.5
Average Weekly Wage[a]	$56.22	$53.08		$64.80	$41.27		$53.10

Note: a = Distributions limited to children reporting employment.

Table 28. Religious Activity of Children (1990) and Mothers (1979).

(Weighted Distribution)

	Children (1990)					Mother (1979)
	Black	White	Boys	Girls	Total	
Current Religion:						
Baptist	52.7	26.6	35.0	32.4	33.7	25.1
Lutheran	0.1	7.5	3.8	7.2	5.5	6.1
Methodist	5.2	5.6	6.4	4.6	5.5	7.6
Other Protestant	0.9	5.3	5.5	2.7	4.1	9.6
Roman Catholic	4.2	18.7	14.4	15.0	14.7	28.0
Christian (nondenominational)	12.1	18.3	15.0	18.3	16.6	
Other[a]	8.8	6.9	7.3	7.5	8.0	14.5
No Religion	14.0	11.2	12.3	11.6	11.9	9.1
How Frequently Child Attended Religious Services in the Past Year:						
Weekly	45.2	39.7	39.7	42.7	41.1	32.8
Less Than Weekly, More Than Monthly	21.9	22.7	22.1	22.9	22.5	13.2
Several Times a Year or Less	19.4	13.8	17.1	18.0	17.5	36.4
Not at All	13.5	20.7	21.1	16.4	18.8	17.6
If Child Attends Religious Services:						
"Do You Usually Go with Parent(s)?"	73.7	67.9	71.5	67.6	72.6	
"Would You Go Even if Parent(s) Didn't?"	68.4	65.4	61.2	71.3	68.5	
"Do Many of Your Friends Go?"	74.3	72.0	69.7	75.6	74.5	
"Do Some of Your Friends Go to the Same Church or Synagogue as You?"	68.9	61.0	61.7	64.7	64.6	

Note: a = The figure reported as "Other" for Mother's Religion includes Christian (nondenominational).

Table 29. Child's Religion (1990) by Mother's Religion (1979).

(Weighted Distribution)

Mother's Religion:	Child's Religion							
	Baptist	Lutheran	Methodist	Other Protestant	Roman Catholic	Christian (Nondenom)	Other	No Religion
Baptist	70.5	1.1	1.9	0.2	0.6	11.0	6.1	8.7
Lutheran	8.3	81.3	0.0	0.0	0.0	6.3	3.5	0.7
Methodist	20.1	2.7	35.0	4.0	0.0	16.2	2.7	19.4
Other Protestant	15.7	5.7	6.0	9.2	5.1	44.0	7.1	7.2
Roman Catholic	9.8	1.6	1.4	0.4	52.3	18.7	6.3	9.5
Other	24.4	0.9	7.2	1.0	10.1	27.7	19.8	8.9
No Religion	22.3	3.3	3.0	0.9	7.5	20.9	8.8	33.3

Table 30. Child's Religious Attendance (1990) by Mother's Religious Attendance (1979).

(Weighted Distribution)

How Frequently Mother Attended Religious Services (1979):	Gender	How Frequently Child Attended Religious Services in the Past Year (1990)			
		Weekly	Less Than Weekly, More Than Monthly	Several Times a Year or Less	Not at All
Weekly	Boys	56.4	13.9	11.2	18.5
	Girls	58.1	12.3	22.8	6.8
	Total	57.3	13.0	17.1	12.5
Less Than Weekly, More Than Monthly	Boys	49.3	19.3	28.2	2.7
	Girls	46.2	14.2	26.4	13.0
	Total	48.2	16.7	27.3	7.9
Several Times a Year	Boys	35.2	16.7	28.3	19.8
	Girls	35.3	20.2	28.9	15.6
	Total	35.2	18.3	28.6	17.9
Not at All	Boys	27.9	4.2	30.1	38.3
	Girls	38.7	12.8	19.8	28.7
	Total	33.1	8.6	24.9	33.4

Table 31. "Breaking the Rules": Percent of Children Ever Engaging in Selected Behavior in the Last Year.

(Weighted Distribution)

		Black	White		Boys	Girls		Total
Problem Behavior:								
Staying Out Later Than Parents Said								
	Spouse/Partner Present	54.9	49.3		50.9	49.2		50.0
	Spouse/Partner Absent	55.2	62.6		61.1	54.9		58.3
	Total	55.1	51.6		54.2	50.8		52.5
Hurting Someone Badly Enough to Need Bandages or a Doctor								
	Spouse/Partner Present	24.6	17.6		26.0	11.3		18.6
	Spouse/Partner Absent	20.7	22.7		26.6	15.4		21.5
	Total	22.1	18.5		26.2	12.4		19.5
Lying to Parents About Something Important								
	Spouse/Partner Present	56.2	52.9		56.8	50.1		53.4
	Spouse/Partner Absent	47.1	50.7		48.8	48.3		48.6
	Total	50.4	52.5		54.2	49.6		51.9
Taking Something From a Store Without Paying for it								
	Spouse/Partner Present	13.7	8.0		8.4	9.3		8.9
	Spouse/Partner Absent	16.2	13.3		14.7	15.3		15.0
	Total	15.3	9.0		10.4	10.9		10.7
Damaging School Property on Purpose								
	Spouse/Partner Present	10.2	5.8		8.9	4.0		6.4
	Spouse/Partner Absent	10.6	7.3		11.4	6.6		9.2
	Total	10.4	6.1		9.7	4.7		7.3
Getting Drunk								
	Spouse/Partner Present	10.5	8.0		8.2	8.6		8.4
	Spouse/Partner Absent	10.1	12.7		8.7	14.3		11.2
	Total	10.3	8.9		8.3	10.2		9.2
Having to Bring Parent(s) to School Because of Something Did								
	Spouse/Partner Present	38.6	16.8		24.7	15.2		19.9
	Spouse/Partner Absent	39.4	25.8		34.2	33.0		33.6
	Total	39.1	18.3		27.8	20.1		24.0
Skipping a Day of School Without Permission								
	Spouse/Partner Present	10.0	6.1		8.4	4.9		6.6
	Spouse/Partner Absent	13.1	14.0		11.7	15.7		13.5
	Total	12.0	7.5		9.5	7.9		8.7
Staying Out at Least One Night Without Permission								
	Spouse/Partner Present	18.6	13.5		15.9	12.6		14.2
	Spouse/Partner Absent	19.4	18.5		17.9	20.4		19.0
	Total	19.1	14.4		16.6	14.7		15.7

Table 32. Cigarette Use.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Percent of Children Who Have Ever Smoked a Cigarette:							
10 to 12 Years Old	8.9	13.5		15.0	9.7		12.4
13 Years Old or Older	25.0	36.6		30.9	34.7		32.8
Total	15.7	20.9		20.5	18.5		19.5
Percent Who Have Smoked a Cigarette Within the Past 3 Months: [a]							
10 to 12 Years Old	20.0	22.7		28.8	12.8		22.3
13 Years Old or Older	27.3	50.9		29.5	59.3		45.4
Total	24.9	38.6		28.9	43.5		35.8
Median Age at First Smoke (Years)[a]	9.9	10.1		10.0	11.0		10.1

Note: a = Population limited to children who had ever smoked a cigarette.

Table 33. Alcohol Use.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Percent of Children Who Have Ever Drunk Alcohol:							
10 to 12 Years Old	13.3	13.3		17.5	9.0		13.3
13 Years Old and Older	31.6	42.9		32.7	45.8		39.2
Total	21.1	22.9		22.8	22.0		22.4
Percent Who Have Drunk Alcohol Within the Past 3 Months:[a]							
10 to 12 Years Old	36.8	34.8		37.3	31.3		35.3
13 Years Old and Older	51.2	51.6		44.4	56.9		51.5
Total	43.9	45.3		40.9	50.1		45.5
Median Age at First Drink (Years)[a]	10.8	10.4		10.0	12.0		10.6

Note: a = Population limited to children who had ever drunk alcohol.

Table 34. Use and Nonuse of Alcohol Between 1990 and 1992 by Children Who Said They Had Not Drunk Alcohol as of the 1990 Assessment.

(Weighted Distribution)

Race	1992 Response	Child's Age in 1990							
		10	11	12	13	14	15	16	17
Black	No	83.5	77.3	82.1	67.0	56.9	58.5	38.1	100.0
	Yes	16.5	22.7	17.9	33.0	43.1	41.5	61.9	-
White	No	84.6	74.3	61.7	59.9	39.1	27.8	-	100.0
	Yes	15.4	25.7	38.3	40.1	60.9	72.2	-	-
Total	No	84.4	75.0	66.8	62.3	45.0	42.8	38.1	100.0
	Yes	15.6	25.0	33.2	37.7	55.0	57.2	61.9	-

Table 35. Marijuana Use.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Percent of Children Who Have Ever Used Marijuana:							
10 to 12 Years Old	2.7	1.3		2.9	0.3		1.6
13 Years Old and Older	3.2	6.2		5.7	4.7		5.2
Total	2.9	2.9		3.9	1.8		3.0
Percent Who Have Used Marijuana Within the Past 3 Months:[a]							
10 to 12 Years Old	56.3	32.8		31.7	100.0		38.9
13 Years Old and Older	16.4	45.8		31.0	50.8		39.9
Total	31.4	41.9		31.3	55.7		39.6
Median Age at First Use of Marijuana (Years)[a]	12.7	13.0		13.0	13.0		12.9

Note: a = Population limited to children who had ever used marijuana.

Table 36. Use and Nonuse of Alcohol Between 1990 and 1992 by Children Who Said They Had Not Used Marijuana Alcohol as of the 1990 Assessment.

(Weighted Distribution)

Race	1992 Response	Child's Age in 1990					
		10	11	12	13	14	15
Black	No	98.3	100.0	92.2	92.8	94.3	90.0
	Yes	1.7	-	7.8	7.2	5.7	10.0
White	No	99.1	95.8	93.6	93.7	79.1	64.8
	Yes	0.9	4.2	6.4	6.3	20.9	35.2
Total	No	98.9	96.8	93.2	93.4	83.4	75.5
	Yes	1.1	3.2	6.8	6.6	16.6	24.5

Table 37. The Use of Other Drugs (e.g., LSD, cocaine, "uppers", or "downers").

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Percent of Children Who Have Ever Used Other Drugs:							
10 to 12 Years Old	2.6	0.1		1.0	0.4		0.7
13 Years Old and Older	1.9	1.0		2.3	0.2		1.3
Total	2.3	0.4		1.5	0.3		0.9
Percent Who Have Used Other Drugs Within the Past 3 Months:[a]							
10 to 12 Years Old	34.0	n.a.		43.0	n.a.		29.5
13 Years Old and Older	39.3	n.a.		16.4	n.a.		16.4
Total	35.8	n.a.		27.0	n.a.		22.9
Median Age at First Use of Other Drugs (Years)[a]	12.7	11.0		11.0	10.0		11.0

Notes: n.a. = no respondents in this category.
a = Population limited to children who had ever used other drugs.

Table 38. Number of Close Friends Who Are Boys.

(Weighted Percentages)

Gender	Child's Age	Number of Close Friends Who Are Boys			
		None	One	Two	Three or More
Boys	10 to 12 Years Old	4.5	5.2	9.2	81.2
	13 Years Old and Older	1.2	3.9	8.2	86.2
	Total	3.6	4.7	8.8	82.9
Girls	10 to 12 Years Old	24.1	9.8	8.5	57.6
	13 Years Old and Older	6.1	3.5	7.4	83.0
	Total	18.1	7.7	8.1	66.1
All	10 to 12 Years Old	14.2	7.5	8.8	69.5
	13 Years Old and Older	3.9	3.7	7.8	84.6
	Total	10.7	6.2	8.5	74.6

Table 39. Number of Close Friends Who Are Girls.

(Weighted Percentages)

Gender	Child's Age	Number of Close Friends Who Are Girls			
		None	One	Two	Three or More
Boys	10 to 12 Years Old	24.1	12.8	12.1	51.0
	13 Years Old and Older	7.9	11.9	8.0	72.2
	Total	18.6	12.5	10.7	58.2
Girls	10 to 12 Years Old	1.0	3.1	4.8	91.2
	13 Years Old and Older	0.2	3.5	4.8	91.5
	Total	0.7	3.2	4.8	91.3
All	10 to 12 Years Old	12.8	8.1	8.5	70.6
	13 Years Old and Older	4.2	7.8	6.4	81.6
	Total	9.8	8.0	7.8	74.4

Table 40. Grade of Most Close Friends in 1990.

(Weighted Percentages)

Gender	Child's Age	Grade of Close Friends				
		In the Same Grade	In a Higher Grade	In a Lower Grade	Not In School	Don't Have Any Close Friends
Boys	10 to 12 Years Old	75.9	13.6	6.0	1.6	3.0
	13 Years Old and Older	78.1	15.5	5.0	1.2	0.3
	Total	76.7	14.2	5.7	1.4	2.0
Girls	10 to 12 Years Old	83.7	10.2	4.6	1.2	0.3
	13 Years Old and Older	72.4	24.8	1.2	1.7	0.0
	Total	79.7	15.3	3.4	1.4	0.2
All	10 to 12 Years Old	79.8	11.9	5.3	1.4	1.7
	13 Years Old and Older	75.2	20.2	3.1	1.4	0.1
	Total	78.2	14.8	4.5	1.4	1.1

Table 41. Child's Response to: "How Often Do You Feel Lonely and Wish You Had More Friends?"

(Weighted Distribution)

Gender	Child's Age	How Frequently Child Feels Lonely		
		Hardly Ever	Sometimes	Often
Boys	10 to 12 Years Old	58.3	27.3	14.4
	13 Years Old and Older	68.6	25.3	6.1
	Total	61.9	26.6	11.5
Girls	10 to 12 Years Old	57.7	29.5	12.9
	13 Years Old and Older	56.8	35.0	8.2
	Total	57.4	31.4	11.2
All	10 to 12 Years Old	58.0	28.4	13.6
	13 Years Old and Older	62.7	30.1	7.1
	Total	59.7	29.0	11.4

Table 42. Dating Activity.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Percent of Children Who Have Ever Dated	27.3	20.9		27.3	16.7		22.6
Child's Age at First Date:[a]							
Under 10	8.0	13.0		15.0	6.4		11.7
10 to 12	39.6	50.6		51.9	39.4		47.1
13 or Older	51.5	36.4		33.1	54.2		41.2
Frequency of Dating:[a]							
Once or Twice a Week	31.6	39.9		36.3	38.6		37.2
Once or Twice a Month	35.2	23.5		39.0	22.2		27.4
Less Than Once or Twice a Month	11.2	7.0		10.6	4.5		8.5
Almost Never	22.1	29.6		22.9	34.1		26.9
Percent Who Usually Date the Same Person[a]	54.2	55.7		56.4	54.6		55.5

Note: a = Population limited to children who have had a date.

Table 43. Sex Education and Sexual Activity.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
Percent of Children Who Have Had Sex Education Class(es)	54.2	45.7		44.2	51.7		47.9
Grade Child First Had Sex Education Class:[a]							
Prior to 5th Grade	10.6	16.6		13.5	18.1		16.1
5th Grade	34.5	28.0		32.3	25.5		28.6
6th Grade	24.1	23.6		21.0	25.9		23.7
7th Grade or Later	30.8	31.8		33.2	30.5		31.6
Percent of Children Who Usually Talk to Selected Family Members About Sex:							
Mother	48.0	46.8		31.2	63.6		47.1
Father	15.2	17.4		24.0	9.4		16.8
Brother	5.1	4.1		5.5	3.3		4.4
Sister	5.8	4.6		4.0	5.8		4.9
Grandparent	10.2	4.9		4.2	8.5		6.3
Aunt	11.8	5.8		4.2	10.7		7.4
Uncle	8.7	3.3		8.3	1.1		4.8
Someone Else	5.7	3.7		3.1	5.4		4.2
No One in Family	33.0	42.0		49.3	29.5		39.6
Percent of Children Who Have Had Sex[b]	8.6	8.5		11.5	5.8		8.6

Notes: a = Limited to children who have had a sex education class.
b = Limited to children 13 years old and older.

Table 44. Child Expectations for the Future.

(Weighted Distribution)

	Black	White		Boys	Girls		Total
"How Far Do You Think You Will Go In School?" (Percent Distribution)							
High School Dropout	1.5	0.8		1.3	0.6		1.0
Graduate from High School	27.3	19.5		22.6	20.5		21.5
Some College	8.2	11.5		12.3	8.8		10.5
Graduate from College	39.6	40.2		38.0	42.2		40.1
More than College Degree	20.8	24.7		22.3	25.1		23.7
Something Else	2.7	3.3		3.5	2.8		3.1
"What is the Best Age to Get Married?" (Median)	22.3	21.8		21.7	22.0		22.2
"What is the Youngest Imaginable Age to Get Married?" (Median)	18.4	18.5		18.6	18.3		18.4
"What is the Best Age to Have Your First Child?" (Median)	24.1	24.2		24.3	23.8		24.1
"What is the Youngest Imaginable Age to Have Your First Child?" (Median)	19.3	19.7		19.4	19.2		19.3

Table 45. Child Expectations Regarding Future Education: 1990 and 1992.

(Weighted Percentages)

	1990	1992	Net Change: 1990-1992	Gross Flows	
				In	Out
Less Than High School	1.1	2.2	+1.1	+ 2.1	- 1.0
12 Years	21.2	25.8	+4.6	+15.4	-10.8
13 to 15 Years	9.8	13.1	+3.3	+10.8	- 7.5
16 Years	39.6	32.9	-6.7	+17.0	-23.7
17 Years or More	24.9	25.3	+0.4	+15.4	-15.0
Other	3.5	0.8	-2.7	+ 3.4	- 0.7

Table 46. Comparison of Child 1990 and 1992 Expectations Regarding Future Education. (Percentages in Table Total to 100 Percent.)

(Weighted Distribution)

1990 Response	1992 Response: Leave High School Before Graduation	Graduate From High School	Get Some College or Other Training	Graduate From College	Get More Than 4 Years of College	Do Something Else
Leave High School Before Graduation	0.1	0.1	0.2	0.2	0.4	0.1
Graduate From High School	0.6	10.4	2.5	5.9	1.3	0.5
Get Some College or Other Training	0.3	2.8	2.3	3.1	1.3	0.0
Graduate From College	0.5	7.6	4.5	15.9	11.0	0.1
Get More Than 4 Years of College	0.6	4.0	2.8	7.6	9.9	0.0
Do Something Else	0.1	0.9	0.8	0.2	1.4	0.1

Table 47. Maternal Expectations Regarding Their Child's Future Education: 1990 and 1992.

(Weighted Percentages)

	1990	1992	Net Change: 1990-1992	Gross Flows	
				In	Out
Less Than High School	1.9	3.3	+1.4	+ 2.4	- 1.0
12 Years	24.6	26.3	+1.7	+11.6	- 9.9
13 to 15 Years	28.4	25.0	-3.4	+11.8	-15.2
16 Years	35.5	33.9	-1.6	+12.4	-14.0
17 Years or More	9.5	10.5	+1.0	+ 6.0	- 5.0
Other	0.4	1.3	+0.9	+ 1.0	- 0.1

Table 48. Comparison of Child and Mother Expectations Regarding Child's Educational Expectations in 1990 and 1992.

(Weighted Distribution)

	1990			1992		
	Child	Mother	Difference	Child	Mother	Difference
Less than High School	1.1	1.9	- 0.8	2.2	3.3	- 1.1
12 Years	21.2	24.6	- 3.4	25.8	26.3	- 0.5
13 to 15 Years	9.8	28.4	-18.6	13.1	25.0	-11.9
16 Years	39.6	35.5	+ 4.1	32.9	33.9	- 1.0
17 Years or More	24.9	9.5	+15.4	25.3	10.5	+14.8
Other	3.5	0.4	+ 3.1	0.8	1.3	- 0.5

Table 49. Extent of Convergence Between Mother and Child Educational Expectations for Child in 1990.

(Weighted Distribution)

Total	100.0
Equivalent Expectations	52.7
Child < 12 Years; Mother < 12 Years	0.0
Child = 12 Years; Mother = 12 Years	11.1
Child = 13 to 15 Years; Mother = 13 to 15 Years	5.2
Child = 16 Years or More; Mother = 16 Years or More	36.4
Child Expectations Exceed Mother Expectations	30.6
Child = 12 Years or More; Mother < 12 Years	1.7
Child = 13 to 15 Years; Mother = 12 Years	2.6
Child = 16 Years or More; Mother = 12 to 15 Years	26.3
Mother Expectations Exceed Child Expectations	13.2
Mother = 12 Years or More; Child < 12 Years	0.9
Mother = 13 to 15 Years; Child = 12 Years	5.1
Mother = 16 Years or More; Child = 13 to 15 Years	7.2
Indeterminate	3.7

APPENDIX ONE:

SAMPLE SIZES AND ITEM COMPLETION RATES

Child Supplement Sample Sizes and Item Completion Rates

Appendix Table 1 provides a breakdown of the number of sample cases available for analysis in 1990; the sample is described in terms of race, gender, and father present/absent categories. The potential user can apply distributions based on this table to obtain an estimate of the number of cases available in any particular text table. It may be seen that in most instances separate race, gender, or race-gender analyses are feasible. In addition, separate age and age-race analyses may be possible, although these sample sizes can become quite modest if one also stratifies by gender. It may also be seen that reasonably large samples are possible when one stratifies by father presence or absence and by race; however, stratification by race and age leads to some rather small cells. Of course, appropriate multivariate analyses can reduce the significance of some of the sample size considerations. Appendix Table 2 provides describes sample sizes available for 1990-1992 cross-year analyses.

Appendix Table 3 provides completion rates for all of the items in the Child Self-Administered Supplement. It may be seen that with only modest exceptions, completion rates were well over 90 percent. That is, over 90 percent of the children age 10 and over who were eligible (i.e., children living in the mother's home who satisfied "branching" conditions within the questionnaire) completed the various items.

Appendix Table 1. Adolescent Sample Sizes by Race, Gender, and Father Presence/Absence and Age.

	Boys	Girls	Father/Mother's Spouse Present	Father/Mother's Spouse Not Present
All Children				
Black	271	254	191	334
White	300	286	466	120
Total	571	540	657	454
10 to 12 Years Old				
Black	162	162	125	199
White	218	199	334	83
Total	380	361	459	282
13 Years Old and Older				
Black	109	92	66	135
White	82	87	132	37
Total	191	179	198	172

Note: Table adds to 1,111 rather than 1,116 cases because father presence/absence information is not available for five children.

Appendix Table 2. 1990-1992 Cross-Year Analysis Sample Sizes

	Boys	Girls	Father/Mother's Spouse Present in 1990	Father/Mother's Spouse Not Present in 1990
All Children				
Black	206	194	158	242
White	225	234	381	78
Total	431	428	539	320
10 to 12 Years Old				
Black	130	126	106	150
White	174	171	287	58
Total	304	297	393	208
13 Years Old and Older				
Black	76	68	52	92
White	51	63	94	20
Total	127	131	146	112

Note: Cases included in the sample described in this table were required to have valid values on age, race, and gender variables, as well as on all of the inputs used in the construction of the father present/absent variable.

Appendix Table 3. Item Completion Rates.

	Self	Interviewer	Total
1. Within the last month, have you and your parent(s):			
a. Gone to the movies together?	962 (96.9%)	109 (97.3%)	1077 (96.9%)
b. Gone out to dinner?	966 (97.3%)	111 (99.1%)	1083 (97.5%)
c. Gone shopping to get something for you - such as clothes, books, records or games?	975 (98.2%)	111 (99.1%)	1092 (98.3%)
d. Gone on an outing together, like to a museum or sporting event?	961 (96.8%)	111 (99.1%)	1078 (97.0%)
e. Gone to church or religious services together?	960 (96.7%)	109 (97.3%)	1075 (96.8%)
2. Within the last week, have you and your parent(s):			
a. Done things together, such as build or make things, cook, or sew?	970 (97.7%)	112 (100.0%)	1088 (97.9%)
b. Worked on schoolwork together?	971 (97.8%)	110 (98.2%)	1087 (97.8%)
c. Played a game or sport?	963 (97.0%)	111 (99.1%)	1080 (97.2%)
3. In your home, are you regularly expected to help out with:			
a. Straightening your room?	976 (98.3%)	110 (98.2%)	1092 (98.3%)
b. Keeping the rest of the house clean?	971 (97.8%)	110 (98.2%)	1087 (97.8%)
c. Doing the dishes?	971 (97.8%)	110 (98.2%)	1087 (97.8%)
d. Cooking?	957 (96.4%)	109 (97.3%)	1072 (96.5%)
4. In your home are there any rules about:			
a. Watching television?	968 (97.5%)	111 (99.1%)	1085 (97.7%)
b. Keeping your parent(s) informed about where you are?	971 (97.8%)	111 (99.1%)	1088 (97.9%)
c. Doing your homework?	974 (98.1%)	109 (97.3%)	1089 (98.0%)
d. Dating and going to parties with boys and girls?	958 (96.5%)	107 (95.5%)	1071 (96.4%)
5. How much say do you have in making up the rules about:			
a. Watching television?	955 (96.2%)	101 (90.2%)	1062 (95.6%)
b. Keeping your parent(s) informed about where you are?	962 (96.9%)	106 (94.6%)	1074 (96.7%)
c. Doing your homework?	960 (96.7%)	104 (92.9%)	1070 (96.3%)
d. Dating and going to parties with boys and girls?	943 (95.0%)	99 (88.4%)	1048 (94.3%)

	Self	Interviewer	Total
6. How often do you argue with your parent(s) about the rules bout:			
a. Watching television?	961 (96.8%)	102 (91.1%)	1069 (96.2%)
b. Keeping your parent(s) informed about where you are?	964 (97.1%)	108 (96.4%)	1078 (97.0%)
c. Doing your homework?	951 (95.8%)	107 (95.5%)	1064 (95.8%)
d. Dating and going to parties with boys and girls?	950 (95.7%)	100 (89.3%)	1056 (95.1%)
7. How often does your mother or father:			
a. Talk over important decisions with you?	975 (98.2%)	111 (99.1%)	1092 (98.3%)
b. Listen to your side of an argument?	977 (98.4%)	110 (98.2%)	1093 (98.4%)
8. Who usually makes the decisions about:			
a. Buying your clothes?	967 (97.4%)	110 (98.2%)	1083 (97.5%)
b. How to spend your money?	961 (96.8%)	110 (98.2%)	1077 (96.9%)
c. Which friends to go out with?	953 (96.0%)	111 (99.1%)	1070 (96.3%)
d. How late you can stay out?	953 (96.0%)	108 (96.4%)	1067 (96.0%)
e. How much allowance you get?	916 (92.3%)	105 (93.8%)	1027 (92.4%)
f. How much TV you can watch?	954 (96.1%)	111 (99.1%)	1071 (96.4%)
g. Your religious training?	929 (93.6%)	109 (97.3%)	1044 (94.0%)
9. In dealing with you, how often do your mother and your father agree with each other?	958 (96.5%)	111 (98.2%)	1074 (96.7%)
10. What grade are you attending?	959 (96.6%)	110 (98.2%)	1075 (96.8%)

	Self	Interviewer	Total
11. There are many things people might say to describe their schools. Here are some things that other people have said about their schools. We would like to know how well you think these statements describe your school.			
a. It's easy to make friends at this school.	972 (97.9%)	110 (98.2%)	1088 (97.9%)
b. Most of the teachers are willing to help with personal problems.	967 (97.4%)	110 (98.2%)	1083 (97.5%)
c. Most of my classes are boring.	964 (97.1%)	109 (97.3%)	1079 (97.1%)
d. I don't feel safe at this school.	963 (97.0%)	110 (98.2%)	1079 (97.1%)
e. Most of my teachers don't know their subjects well.	968 (97.5%)	110 (98.2%)	1084 (97.6%)
f. You can get away with almost anything at this school.	964 (97.1%)	109 (97.3%)	1079 (97.1%)
g. My schoolwork requires me to think to the best of my abilities.	964 (97.1%)	109 (97.3%)	1079 (97.1%)
h. At this school, a person has the freedom to learn what interests him or her.	970 (97.7%)	110 (98.2%)	1086 (97.8%)
12. How satisfied are you with your school?	959 (96.6%)	110 (98.2%)	1075 (96.8%)
13. On a usual day after school, what do you do between the time school lets out and dinner time? Do you:			
a. Spend time with friends?	961 (96.8%)	108 (96.4%)	1075 (96.8%)
b. Read a book or magazine not assigned at school?	954 (96.1%)	107 (95.5%)	1067 (96.0%)
c. Do any chores around the house?	954 (96.1%)	109 (97.3%)	1069 (96.2%)
d. Work for pay?	947 (95.4%)	107 (95.5%)	1060 (95.4%)
e. Do homework?	961 (96.8%)	109 (97.3%)	1076 (96.9%)
f. Go to a lesson or activity such as sports or a club?	951 (95.8%)	105 (93.8%)	1062 (95.6%)
g. Watch TV?	959 (96.6%)	109 (97.3%)	1074 (96.7%)
h. Go to a shopping mall?	937 (94.4%)	106 (94.6%)	1049 (94.4%)
i. Do things with your brother(s) or sister(s)?	902 (90.8%)	97 (86.6%)	1002 (90.2%)
14. After a usual school day, where do you go between the time school lets out and dinner time?	965 (97.2%)	110 (98.2%)	1081 (97.3%)

	Self	Interviewer	Total
15. If you go home after school lets out, is an adult usually present when you get there?	962 (96.9%)	109 (97.3%)	1076 (96.9%)
16. How far do you think you will go in school?	901 (90.7%)	110 (98.2%)	1017 (91.5%)
17. Do you belong to any clubs, teams, or school activities, either in or out of school?	976 (98.3%)	111 (99.1%)	1093 (98.4%)
18. Think for a moment about a typical weekday for your family. How much time would you say you spend watching television on a typical weekday?	870 (87.6%)	105 (93.8%)	981 (88.3%)
19. Now think about a typical weekend day. How much time would you say you spend watching television on a typical weekend day?	888 (89.4%)	109 (97.3%)	1003 (90.3%)
20. Not counting jobs around the house, do you sometimes work for pay such as babysitting, paper route, or yard work for neighbors?	847 (85.3%)	109 (97.3%)	961 (86.5%)
21. If you do any work for pay outside your own home, what do you do? What are your duties?	345 (89.8%)	21 (91.3%)	368 (89.8%)
22. When you do these kinds of jobs, how often do you usually work?	349 (90.9%)	20 (87.0%)	371 (90.5%)
23. In the last three (3) months, how many hours have you worked in a usual week?	330 (85.9%)	18 (78.3%)	350 (85.4%)
24. How much money do you usually make in a week?	330 (85.9%)	19 (82.6%)	351 (85.6%)

	Self	Interviewer	Total
25. In the last year, how many times have you:			
a. Stayed out later than your parent(s) said you should?	953 (96.0%)	108 (96.4%)	1067 (96.0%)
b. Hurt someone badly enough to need bandages or a doctor?	974 (98.1%)	111 (99.1%)	1090 (98.1%)
c. Lied to your parent(s) about something important?	974 (98.1%)	111 (99.1%)	1090 (98.1%)
d. Taken something from a store without paying for it?	969 (97.6%)	111 (99.1%)	1085 (97.7%)
e. Damaged school property on purpose?	974 (98.1%)	111 (99.1%)	1090 (98.1%)
f. Gotten drunk?	967 (97.4%)	111 (99.1%)	1083 (97.5%)
g. Had to bring your parent(s) to school because of something you did wrong?	973 (98.0%)	111 (99.1%)	1089 (98.0%)
i. Skipped a day of school without permission?	972 (97.9%)	111 (99.1%)	1088 (97.9%)
j. Stayed out at least one night without permission?	969 (97.6%)	110 (98.2%)	1084 (97.6%)
26. What is your present religion, if any?	939 (94.6%)	107 (95.5%)	1051 (94.6%)
27. In the past year, about how often have you attended religious services?	903 (90.9%)	109 (97.3%)	1017 (91.5%)
28. If you attend religious services:			
a. Do you usually go with your parent(s)?	742 (98.5%)	83 (100.0%)	830 (98.7%)
b. Would you go even if your parent(s) didn't?	733 (97.3%)	80 (96.4%)	817 (97.2%)
c. Do many of your friends go to religious services?	729 (96.8%)	78 (94.0%)	811 (96.4%)
d. Do some of your friends go to the same church or synagogue as you do?	725 (96.3%)	79 (95.2%)	808 (96.1%)
29. How many close friends do you have who are boys?	953 (96.0%)	110 (98.2%)	1068 (96.1%)
30. How many close friends do you have who are girls?	950 (95.7%)	109 (97.3%)	1064 (95.8%)

	Self	Interviewer	Total
31. Are most of these close friends in your grade, a higher grade, a lower grade, etc.	937 (94.4%)	109 (97.3%)	1051 (94.6%)
32. How often do you feel lonely and wish you had more friends?	973 (98.0%)	111 (99.1%)	1089 (98.0%)
33. Have you ever smoked a cigarette?	976 (98.3%)	111 (99.1%)	1092 (98.3%)
34. If you have ever smoked, have you smoked a cigarette in the past three (3) months?	944 (95.1%)	101 (90.2%)	1049 (94.4%)
35. If you have ever smoked, how old were you when you first smoked a cigarette?	902 (90.8%)	96 (85.7%)	1002 (90.2%)
36. Have you ever drunk alcohol, other than just a sip or two?	975 (98.2%)	110 (98.2%)	1090 (98.1%)
37. If you have ever drunk alcohol, have you drunk alcohol in the past three (3) months?	944 (95.1%)	104 (92.9%)	1053 (94.8%)
38. If you have ever drunk alcohol, how old were you when you first drank alcohol?	910 (91.6%)	99 (88.4%)	1013 (91.2%)
39. Have you ever used marijuana?	971 (97.8%)	111 (99.1%)	1087 (97.8%)
40. If you have ever used marijuana, have you used marijuana in the past three (3) months?	946 (95.3%)	101 (90.2%)	1051 (94.6%)
41. If you have ever used marijuana, how old were you when you first used marijuana?	906 (91.2%)	94 (83.9%)	1004 (90.4%)
42. Have you ever used other drugs, such as LSD, cocaine, uppers or downers?	976 (98.3%)	111 (99.2%)	1092 (98.3%)

	Self	Interviewer	Total
43. If you have ever used other drugs, have you used any of them in the past three (3) months?	954 (96.1%)	100 (89.3%)	1058 (95.2%)
44. If you have ever used other drugs, how old were you when you first used any of these drugs?	921 (92.8%)	96 (85.7%)	1021 (91.9%)
45. At what age, if at all, did you have your first date or begin going out alone with someone of the opposite sex?	952 (95.9%)	109 (97.3%)	1066 (96.0%)
46. If you have ever dated, about how often do you usually go out on a date?	948 (95.5%)	101 (90.2%)	1053 (94.8%)
47. If you go out on dates, do you usually go out with the same person?	948 (95.5%)	102 (91.1%)	1054 (94.9%)
48. What do you think is the best age, if any, for you to get married?	946 (95.3%)	109 (97.3%)	1060 (95.4%)
49. What is the youngest age you can imagine yourself getting married?	910 (95.7%)	108 (98.2%)	1023 (95.9%)
50. What do you think is the best age, if any, for you to have your first child?	953 (96.0%)	109 (97.3%)	1067 (97.0%)
51. What is the youngest age you can imagine yourself having your first child?	954 (96.1%)	110 (98.2%)	1069 (96.2%)
52. Did you ever have a course or spend any time in class in school talking about sex education?	924 (93.1%)	108 (96.4%)	1037 (93.3%)
a. What grade were you in when you had this course or discussion?	439 (99.9%)	36 (97.3%)	476 (99.6%)
b. In what year and month did you have this course or discussion?			
Month:	317 (91.4%)	23 (74.2%)	341 (90.1%)
Year:	383 (98.2%)	35 (97.2%)	419 (98.1%)
53. Who, if anyone, in your family do you usually talk to about sex?	953 (96.0%)	110 (98.2%)	1068 (96.1%)

	Self	Interviewer	Total
54. When during the female monthly menstrual cycle is pregnancy most likely to occur?	922 (92.9%)	108 (96.4%)	1035 (93.2%)
55. Have you ever been away from your mother for at least two months (not counting summer camp)?	975 (98.2%)	111 (99.1%)	1091 (98.2%)
56. Where were you the last time you were away from her for at least two months?	930 (93.7%)	96 (85.7%)	1030 (92.7%)
57. How old were you the last time this happened? If you have been away from your mother more than once, how old were you the last time this happened?	922 (92.9%)	101 (90.2%)	1027 (92.4%)
58. Have you ever been away from your father for at least two months (not counting summer camp)?	964 (97.1%)	108 (96.4%)	1077 (96.9%)
59. Where were you the last time you were away from him for at least two months?	925 (93.2%)	103 (92.0%)	1032 (92.9%)
60. How old were you the last time this happened? If you have been away from your father more than once, how old were you the last time this happened?	895 (90.1%)	98 (87.5%)	996 (89.7%)

APPENDIX TWO:

1990 CHILD SELF-ADMINISTERED SUPPLEMENT

BEGIN DECK 63

THIS SURVEY IS AUTHORIZED BY JTPA TITLE IV PART D SECTION 452

NORC-4512-C-03
OMB 1220-0109
EXP 12/31/90

CASE # _____-|__|__|
01-08/ 09-10/

NORC
University of Chicago

CENTER FOR HUMAN RESOURCE RESEARCH
OHIO STATE UNIVERSITY

CHILD SELF-ADMINISTERED SUPPLEMENT

CHILDREN 10 YEARS & OLDER

ROUND TWELVE

Youth Survey, 1990

INTERVIEWER

CODE ONE:

SELF ADMINISTERED.....1

INTERVIEWER ADMINISTERED.....2

TELEPHONE ADMINISTERED.....3

11-12/

1. Within the last **month**, have you and your parent(s): (ANSWER EACH ITEM.)

		YES	NO	
a.	Gone to the movies together?	1	0	13-14/
b.	Gone out to dinner?	1	0	15-16/
c.	Gone shopping to get something for you - such as clothes, books, records, or games?	1	0	17-18/
d.	Gone on an outing together, like to a museum or sporting event?	1	0	19-20/
e.	Gone to church or religious services together?	1	0	21-22/

---

2. Within the last **week**, have you and your parent(s): (ANSWER EACH ITEM.)

		YES	NO	
a.	Done things together, such as build or make things, cook, or sew?	1	0	23-24/
b.	Worked on schoolwork together?	1	0	25-26/
c.	Played a game or sport?	1	0	27-28/

---

3. In your home, are you regularly expected to help out with: (ANSWER EACH ITEM.)

		YES	NO	
a.	Straightening your room?	1	0	29-30/
b.	Keeping the rest of the house clean?	1	0	31-32/
c.	Doing the dishes?	1	0	33-34/
d.	Cooking?	1	0	35-36/

4. In your home, are there are any rules about:
(ANSWER EACH ITEM.)

		YES	NO	
a.	Watching television?	1	0	37-38/
b.	Keeping your parent(s) informed about where your are?	1	0	39-40/
c.	Doing your homework?	1	0	41-42/
d.	Dating and going to parties with boys and girls?	1	0	43-44/

IF YOU ANSWERED "NO" TO EVERY ITEM IN Q.4, SKIP TO Q.7 ON PAGE 5.

---

5. How much say do you have in making up the rules about...
(ANSWER EACH ITEM.)

		NO SAY AT ALL	A LITTLE SAY	SOME SAY	A LOT OF SAY	
a.	watching television?	1	2	3	4	45-46/
b.	keeping your parent(s) informed about where you are?	1	2	3	4	47-48/
c.	doing your homework?	1	2	3	4	49-50/
d.	dating and going to parties with boys and girls?	1	2	3	4	51-52/

---

6. How often do you argue with your parent(s) about the rules about...
(ANSWER EACH ITEM.)

		HARDLY EVER	SOMETIMES	OFTEN	
a.	watching television?	1	2	3	53-54/
b.	keeping your parent(s) informed about where you are?	1	2	3	55-56/
c.	doing your homework?	1	2	3	57-58/
d.	dating and going to parties with boys and girls?	1	2	3	59-60/

7. How often does your mother or father...
(ANSWER EACH ITEM.)

	OFTEN	SOMETIMES	HARDLY EVER	
a. talk over important decisions with you?	1	2	3	61-62/
b. listen to your side of an argument?	1	2	3	63-64/

---

8. Who usually makes the decisions about...
(CIRCLE ALL THE ANSWERS THAT APPLY.)

	YOU	MOTHER	FATHER	SOMEONE ELSE (tell who that is)	
a. buying your clothes? BEGIN DECK 64	1 65-66/	2 67-68/	3 69-70/	4_____	71-72/
b. how to spend your money?	1 11-12/	2 13-14/	3 15-16/	4 _____	17-18/
c. which friend to go out with?	1 19-20/	2 21-22/	3 13-14/	4 _____	25-26/
d. how late you can stay out?	1 27-28/	2 29-30/	3 31-32/	4 _____	33-34/
e. how much allowance you get?	1 35-36/	2 37-38/	3 39-40/	4 _____	41-42/
f. how much TV you can watch?	1 43-44/	2 45-46/	3 47-48/	4 _____	49-50/
g. your religious training?	1 51-52/	2 53-54/	3 55-56/	4 _____	57-58/

---

9. In dealing with you, how often do your mother and your father agree with each other?

(CIRCLE ONLY ONE)

Always agree.....1

Usually agree.....2

Sometimes agree.....3

Never agree.....4

I only have contact with one parent.....5 59-60/

10. What grade in school are you attending? (IF SCHOOL HASN'T STARTED YET, PLEASE WRITE IN THE GRADE YOU LAST ATTENDED. IF YOU GO TO AN UNGRADED SCHOOL OR JUST TAKE CLASSES, WRITE IN THE GRADE YOU WOULD BE IN IF YOU WERE IN REGULAR SCHOOL.)

|___|___|
GRADE 61-62/

Do not attend school or take classes at all.....00

IF YOU DO NOT ATTEND SCHOOL OR TAKE CLASSES AT ALL, SKIP TO Q.16 ON PAGE 8.

---

11. There are many things that people might say to describe their schools. Here are some things that other people have said about their schools. We would like to know how well you think these statements describe your school.

For each sentence below, circle whether you think it is very true, somewhat true, not too true, or not at all true for your school. (ANSWER EACH ITEM.)

		VERY TRUE	SOMEWHAT TRUE	NOT TOO TRUE	NOT AT ALL TRUE	
a.	It's easy to make friends at this school.	1	2	3	4	63-64/
b.	Most of the teachers are willing to help with personal problems.	1	2	3	4	65-66/
c.	Most of my classes are boring.	1	2	3	4	67-68/
d.	I don't feel safe at this school.	1	2	3	4	69-70/
e.	Most of my teachers don't know their subjects well.	1	2	3	4	71-72/
f.	You can get away with almost anything at this school.	1	2	3	4	73-74/
g.	My schoolwork requires me to think to the best of my abilities.	1	2	3	4	75-76/
h.	At this school, a person has the freedom to learn what interests him or her.	1	2	3	4	77-78/

BEGIN DECK 65

12. How satisfied are you with your school?

(CIRCLE ONE)

Very satisfied.....4
Somewhat satisfied.....3
Somewhat dissatisfied.....2
Very dissatisfied.....1 11-12/

---

13. On a usual day after school, what do you do between the time school lets out and dinner time?

(ANSWER EACH ITEM.)

Do you...	YES	NO	
a. spend time with friends?	1	0	13-14/
b. read a book or magazine not assigned at school?	1	0	15-16/
c. do any chores around the house?	1	0	17-18/
d. work for pay?	1	0	19-20/
e. do homework?	1	0	21-22/
f. go to a lesson or activity such as sports or a club?	1	0	23-24/
g. watch TV?	1	0	25-26/
h. go to the shopping mall?	1	0	27-28/
i. do things with your brother(s) or sister(s)?	1	0	29-30/
NO BROTHERS OR SISTERS.....2			31-32/

---

14. After a usual school day, where do you go between the time school lets out and dinner time?

(CIRCLE AS MANY ANSWERS AS APPLY.)

Home.....01 33-34/
After school care/extended day care.....02 35-36/
To the playground.....03 37-38/
To the library.....04 39-40/
To the mall.....05 41-42/
To a relative's house.....06 43-44/
To a friend's house.....07 45-46/
To work or a job.....08 47-48/
Somewhere else (PLEASE WRITE WHERE)
_____ 09 49-50/

DECK 65

15. If you go home after school lets out, is an adult usually present when you get there?

Yes.....1
No.....0
Go somewhere else after school.....2 51-52/

---

16. How far do you think you will go in school? Do you think you will: (CIRCLE ONLY ONE ANSWER.)

Leave high school before graduation.....01
Graduate from high school.....02
Get some college or other training.....03
Graduate from college.....04
Get more than 4 years of college.....05
Do something else? (PLEASE WRITE WHAT)

_____
_____06
Already left school.....07 53-54/

---

17. Do you belong to any clubs, teams, or school activities, either in or out of school?

Yes.....1
No.....0 55-56/

---

18. Think for a moment about a typical **weekday** for your family. How much time would you say you spend watching television on a typical **weekday**?

(WRITE IN HOURS PER WEEKDAY.) |____|____|

Do not have a TV.....95 57-58/

---

19. Now, think about a typical **weekend** day. How much time would you say you spend watching television on a typical **weekend** day?

(WRITE IN HOURS PER WEEKEND DAY.) |____|____|

Do not have a TV.....95 59-60/

---

20. Not counting jobs around the house, do you sometimes work for pay such as babysitting, paper route, or yard work for neighbors?

Yes.....1
No.....0 61-62/

BEST COPY AVAILABLE

IF YOU DO NOT WORK FOR PAY, SKIP TO Q.25 ON PAGE 10.

DECK 65

21. If you do any work for pay outside your own home, what do you do? What are your duties?

_____

_____

_____

_____ 63-64/

---

22. When you do these kinds of jobs, how often do you usually work?

About once a month.....01
A few times a month.....02
About once a week.....03
A few times a week.....04
4 or more times a week.....05
Every day.....06 65-66/

---

23. In the last three (3) months, how many hours have you worked in a usual week? (WRITE USUAL NUMBER OF HOURS PER WEEK YOU WORKED IN BOX.)

	|___|___|	

HOURS PER WEEK 67-68/

---

24. How much money do you USUALLY MAKE in a week? (WRITE AMOUNT YOU USUALLY MAKE PER WEEK BELOW.)

$	|___|	|___|	|___|	.	|___|	|___|	PER WEEK

DOLLARS 69-71/ CENTS 72-73/

BEGIN DECK 66

25. In the last year, about how many times have you... (ANSWER EACH ITEM.)

	NEVER	ONCE	TWICE	MORE THAN TWICE	
a. stayed out later than your parent(s) said you should?	0	1	2	3	11-12/
b. hurt someone badly enough to need bandages or a doctor?	0	1	2	3	13-14/
c. lied to your parent(s) about something important?	0	1	2	3	15-16/
d. taken something from a store without paying for it?	0	1	2	3	17-18/
e. damaged school property on purpose?	0	1	2	3	19-20/
f. gotten drunk?	0	1	2	3	21-22/
g. had to bring your parent(s) to school because of something you did wrong?	0	1	2	3	23-24/
i. skipped a day of school without permission?	0	1	2	3	25-26/
j. stayed out at least one night without permission?	0	1	2	3	27-28/

---

26. What is your <u>present</u> religion, if any?

Baptist.....01
Episcopalian.....02
Lutheran.....03
Methodist.....04
Presbyterian.....05
Roman Catholic.....06
Jewish.....07
Moslem.....08
Christian - nondenominational.....09
Protestant - nondenominational.....10
Other (PLEASE WRITE WHAT)
_____11
None or no religion.....12 29-30/

27. In the past year, about how often have you attended religious services?

(CIRCLE **ONE**)

More than once a week.....06
About once a week.....05
Two or three times a month.....04
About once a month.....03
Several times a year or less.....02
Not at all..(GO TO Q.29).....01 31-32/

---

28. If you attend religious services...
(ANSWER EACH ITEM.)

	YES	NO	
a. Do you usually go with your parent(s)?	1	0	33-34/
b. Would you go even if your parent(s) didn't?	1	0	35-36/
c. Do many of your friends go to religious services?	1	0	37-38/
d. Do some of your friends go to the same church or synagogue as you do?	1	0	39-40/

---

29. How many close friends do you have who are boys?
(WRITE NUMBER OF BOYS IN BOX.)

|___|___|
BOYS

None..... 00 41-42/

---

30. How many close friends do you have who are girls?
(WRITE NUMBER OF GIRLS IN BOX.)

|___|___|
GIRLS

None..... 00 43-44/

31. Are most of these close friends:

(CIRCLE ONE)

In your grade.....1
In a higher grade.....2
In a lower grade.....3
Not in school.....4
Don't have any close friends.....5 45-46/

---

32. How often do you feel lonely and wish you had more friends?

(CIRCLE ONE)

Often.....3
Sometimes.....2
Hardly ever.....1 47-48/

---

33. Have you ever smoked a cigarette?

Yes.....1
No.....0 49-50/

---

34. If you have ever smoked, have you smoked a cigarette in the past three (3) months?

Yes.....1
No.....0
Never smoked.....2 51-52/

---

35. If you have ever smoked, how old were you when you first smoked a cigarette? (WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Never smoked.....95 52-54/

---

36. Have you ever drunk alcohol, other than just a sip or two?

Yes.....1
No.....0 55-56/

37. If you have ever drunk alcohol, have you drunk alcohol in the past three (3) months?

Yes.....1

No.....0

Have never drunk alcohol.....2 57-58/

---

38. If you have ever drunk alcohol, how old were you when you first drank alcohol?
(WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Have never drunk alcohol.....95 59-60/

---

39. Have you ever used marijuana?

Yes.....1

No.....0 61-62/

---

40. If you have ever used marijuana, have you used marijuana in the past three (3) months?

Yes.....1

No.....0

Never used marijuana.....2 63-64/

---

41. If you have ever used marijuana, how old were you when you first used marijuana?
(WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Never used marijuana.....95 65-66/

---

42. Have you ever used other drugs, such as LSD, cocaine, uppers or downers?

Yes.....1

No.....0 67-68/

43. If you have ever used other drugs, have you used any of them in the past three (3) months?

Yes.....1
No.....0
Never used these drugs.....2 69-70/

---

44. If you have ever used other drugs, how old were you when you first used any of these drugs?
(WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Never used these drugs.....95 71-72/

---

45. At what age, if at all, did you have your first date or begin going out alone with someone of the opposite sex?
(WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Haven't started to date yet.....95 73-74/

---

46. If you have ever dated, about how often do you usually go out on a date?

(CIRCLE ONE ANSWER)

Once or twice a week.....1
Once or twice a month.....2
Less than once or twice a month.....3
Almost never.....4
Haven't started dating yet.....5 75-76/

---

47. If you go out on dates, do you usually go out with the same person?

Yes.....1
No.....0
Do not date.....2 77-78/

48. What do you think is the best age, if any, for you to get married? (WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Not going to get married.....(SKIP TO Q.50).....00

Other (PLEASE WRITE IN ANSWER)

_____

_____

_____95

Don't know.....98 11-12/

---

49. What is the youngest age you can imagine yourself getting married? (WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Other (PLEASE WRITE IN ANSWER)

_____

_____

_____95

Don't know.....98 13-14/

---

50. What do you think is the best age, if any, for you to have your first child? (WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Not going to have children.....00

Other (PLEASE WRITE IN ANSWER)

_____

_____

_____95

Don't know.....98 15-16/

51. What is the youngest age you can imagine yourself having your first child? (WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Not going to have children.....00

Other (PLEASE WRITE IN ANSWER)

_____

_____

_____95

Don't know.....98 17-18/

---

52. Did you ever have a course or spend any time in class at school talking about sex education?

Yes.....(ANSWER A AND B).....1

No.....(SKIP TO Q.53).....0 19-20/

A. What grade were you in when you had this course or discussion? (WRITE GRADE IN BOX.)

|__|__| 21-22/
GRADE

B. In what year and month did you have this course or discussion? (WRITE MONTH AND YEAR IN BOXES.)

|__|__| 19 |__|__|
MONTH YEAR
23-24/ 25-26/

---

53. Who, if anyone, in your family do you usually talk to about sex?

(CIRCLE AS MANY ANSWERS AS APPLY.)

Mother.....01 27-28/

Father.....02 29-30/

Brother.....03 31-32/

Sister.....04 33-34/

Grandparent.....05 35-36/

Aunt.....06 37-38/

Uncle.....07 39-40/

Other Relative (WRITE WHAT RELATION THIS PERSON IS TO YOU)

_____08 41-42/

No one in my family.....09 43-44/

54. When during the female monthly menstrual cycle, is pregnancy most likely to occur? (CIRCLE ONLY ONE ANSWER.)

Right before the period begins.....1

During the period.....2

Right after the period ends.....3

About two weeks after the period begins.....4

Any time during the month.....5

Don't know.....8 45-46/

---

55. Have you ever been away from your mother for at least two months (not counting summer camp)?

Yes.....1

No.....0 47-48/

---

56. Where were you the last time you were away from her for at least two months? Were you...

(CIRCLE ONE)

at a boarding school?.....01

in a hospital?.....02

with your father?.....03

with grandparent(s)?.....04

with another relative?.....05

Never separated from mother for 2 months.....06

Other (PLEASE TELL US WHAT THAT WAS)_____

_____

_____07 49-50/

57. How old were you the last time this happened? If you have been away from your mother more than once, how old were you the last time this happened? (WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Less than 1 year old.....00

Don't know.....98

Never separated from mother for 2 months.....95 51-52/

---

58. Have you ever been away from your father for at least two (2) months (not counting summer camp)?

Yes.....1

No.....0 53-54/

---

59. Where were you the last time you were away from him for at least 2 months? Were you...

(CIRCLE ONE)

at a boarding school?.....01

in a hospital?.....02

with your mother?.....03

with your grandparent(s)?.....04

with another relative?.....05

Never separated from father for 2 months.....06

Other (PLEASE TELL US WHAT THAT WAS)_____

_____

_____07 55-56/

60. How old were you the last time this happened? If you have been away from your father more than once, how old were you the last time this happened? (WRITE AGE IN BOX.)

|__|__|
AGE IN YEARS

Less than 1 year old.....00

Don't know.....98

Never separated from
father for 2 months.....95 57-58/

YOU HAVE FINISHED THIS BOOKLET. PLEASE LOOK OVER ALL THE PAGES. CHECK TO SEE IF THERE ARE ANY ITEMS YOU SKIPPED BY MISTAKE. PLEASE RETURN BOOKLET TO INTERVIEWER. IF ANY QUESTIONS WERE UNCLEAR, PLEASE ASK THE INTERVIEWER ABOUT THEM. THANK YOU!

DECK 67

4512-208

NLS-12 CHILD SURVEY

CONFIDENTIAL CSAS CARD

Please answer this question.

1. Have you ever had sexual intercourse? ("had sex", "made it", etc.)

Yes.....(ANSWER A AND B).....1

No.....(GO TO NUMBER 2).....0 67-68/

A. How old were you the first time you had sexual intercourse? (WRITE AGE IN BOX.)

AGE IN YEARS

Don't know.....98 69-70/

B. In what month and year did you have sexual intercourse for the first time? (WRITE IN MONTH AND YEAR IN BOXES.)

			19		

MONTH 71-72/ YEAR 73-74/

Don't know month & year.....9898

2. **Fold this card and place in the envelope. Seal the envelope and hand it to the interviewer.**

DECK 67

4512-208

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